Break

For younger listeners

When Peter Maxwell Davies's CBE was announced last week, *The Times* referred to him as composer of the soundtrack for Ken Russell's film, *The Devils*. A particularly perverse and inadequate piece of captioning, writes **Hilary Finch**, for a British composer whose Second Symphony was premiered in Boston last February to international critical acclaim and whose consistent and prolific output of music for every medium has established him as one of the most important and interesting composers of our time.

Like Benjamin Britten, and arguably to a far greater and more complex extent, working with children and young people has been crucial both to his development as composer and to the direction and content of music in education over the last two decades. (He even wrote a piece on "Where Our Colleges Fail" for *The TES* in 1967).

While his own music grew simpler and clearer and began to assimilate something of the arrangements of works by other composers which he was transcribing for school groups, he was, as director of music at Cirencester Grammar, evolving teaching methods closely integrated with the creation and performance of his works.

He is artistic director of the Orkney Festival and this has given him (as an adopted native of the islands) and the local schoolchildren a platform for works such as his two-act opera, *The Martyrdom of St Magnus* (1978), *Kirkwall Shopping Scene* (1979), and, last year, the ballet *Salome*. His consistently original musical vocabulary, inevitably, has lived out in the testing ground of writing for specialist players, singers and actors. [illegible] parts he always writes for non-[illegible] this year's Orkney Festival 3836 1672 for details.

Peter Maxwell Davies: "Composers must write for children."

Thanks to democracy . . .

If you are just about to set off for a weekend speaking engagement, here is a story to make your blood run cold.

It was told by Paul Cavadino, information officer for the National Association for the Care and Resettlement of Offenders, when he was taking the chair himself for a session of a recent conference.

When he was 16, back in his native Yorkshire, he gave his first public speech to a youth group. His chairman, up to that point a mate of his, and also 16, was new to the job too.

"At the end of the speech, he did what no chairman before or since has ever been known to do," recalled Mr Cavadino. "He proposed a vote of thanks and put it to the vote. It was lost by 15 votes to 12."

History still has a tomorrow, after all

Members of the Historical Association and amateur lovers of history everywhere will be relieved to learn that the colourful journal *History Today*, threatened with closure by Longman's if they could not find a buyer, has been reprieved at the eleventh hour.

On Monday of this week, contracts of sale were signed with a completely new group of entrepreneurial hopefuls and a new young editor started work. And one of the first aims of the new team is to give the magazine a more direct focus for secondary schools.

The TES can declare an oblique interest in the venture, since two of the take-over team are out of *The Times* stable. The prime mover in the sale was Hugh Stephenson, until very recently *The Times* business news editor, and the new editor is Michael Trend, who was managing editor of our sister journal *The Times Literacy Supplement* until the end of last week.

Trend, who read history at Oriel College, Oxford, thus gets his first editor's chair at the age of 29 and says he is particularly happy about it all because he used to read *History Today* when he was a schoolboy.

He feels strongly that is has usually been very stylish and well-written and he aims to keep it that way. Fears have been expressed that new owners might try to popularize the journal, but Trend believes that the game is not worth trying. "The subject won't take it. It must be done well if it is done at all, and we won't be going for railway stall sales that won't last."

That doesn't mean, of course, that they won't continue to run articles by such sure-fire names for the stall trade as Lady Antonia Fraser (on Tudor women), A. L. Rowse, C. V. Wedgwood and the Lords Bullock and Clark.

There will, however, be a sharper effort to get well-defined sections in various parts of the paper for particular interest groups, especially in schools and colleges, and it is hoped to have something for secondary school teachers and pupils every month.

Chip-chat

Mr Kenneth Baker, dynamic Heathite turned Thatcher-minister, showed up at last Saturday's Conservative education conference to wax enthusiastic about computers in schools. It was a noble way to pass the only fine Saturday this year. The only snag was, a computer seemed to have got at his script.

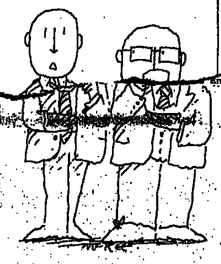
"My own children like interfacing with the television set," he burbled. Which was followed by: "When you use screen-based microprocessors, the learning curve goes up very sharply indeed." Meaning presumably, that children learn more and faster from computers than people.

Oh dear. First he wanted to break up the ILEA and now he's started to talk computer-speak. He'll be in the Cabinet next.

Paper tiger?

Though a copy of the Government's turquoise terrible, *The School Curriculum*, should by now have plopped through every school's letterbox, the Department of Education seems to be doing little to follow it up as if it meant what it said. It has not gone unnoticed that reluctance among DES officials to tread the usual round of conferences and meetings that are so much part of the education system's digestive process.

Her Majesty's Inspectors, finding themselves constantly fronting for their administrator colleagues, are at pains to disown the document as one of theirs. Meanwhile, the Schools Council is stomping the country, willing to talk wherever two people are gathered together about its rival *Practical Curriculum*.



"Imagine having pupils so bright that getting the wrong GCE paper made a difference."

Personal column

Mary Warnock

The medium and the message

In the new climate of educational thought, the question may be raised whether old-style adult education any longer makes sense. Who are the adults? What do they want to learn? Who is to teach them? This uncertainty is reflected in a spate of conferences among those who are concerned with broadcasting. It seems as if radio and television ought to be great forces in the world of adult education but no one is clear how they are to be used.

It is often assumed that the greatest use of broadcast adult education is for those for whom school has failed. They should be seduced into learning the things they didn't learn at school but how are we to ensure that those who refused the nourishing well-balanced meal will not also fib at the supplementary vitamin pills? Wherever, however, it is undertaken, being taught is hard work, and being taught by radio or television takes even more determination than being taught at school, where there is not much else to do.

Well, it is argued, we must stop thinking in terms of pupil and teacher. We must give up the assumption that being educated entails being taught. Broadcast adult education must get right away from the fatal dichotomy of teacher and pupil, Miss and Us.

But this is misleading. If the teacher/pupil relation were eliminated the outcome would be something that was [illegible] sense, all experience is education, but only if it is taken as such. Experience must be seen as a fit matter for theory, or for future experience which, based on the present, will yield increasing rewards. Simply to go abroad for your holiday is not itself education; it becomes so if, enjoying it, you see what it meant, what, other than itself, it pointed towards. It will be education if it leads to a desire to see more and understand more. Most people need a teacher for this, a guide whose role is to help his pupil to get the reward that he wants. It is for this reason that the old distinction between adult education and ordinary broadcast output cannot be entirely given up. The normal role of the broadcaster cannot be that of teacher. In educational broadcasting it must be. So the difficulties remain. How is the viewer or listener who [illegible] needs education to be attracted to it?

One fashionable answer is to pass the buck. Radio and television, it is said, should not even try to educate, but should only inform, putting people in the way of finding those who can teach them. The BBC used this technique with brilliant effect in their adult literacy programmes some years ago. They simply directed people to local teachers and did not attempt themselves to teach. The Yorkshire television series *Make it Count*, aiming to do the same for adult numeracy, was less successful because it attempted both to teach and to help viewers to find outside teachers. The combination of functions did not wholly come off.

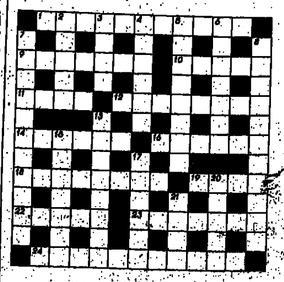
There is a great deal of talk at the moment about the need for educational programmes to deploy outside agencies, to work in conjunction with youth opportunity programmes, volunteers and community do-gooders of all kinds. The education division of the IBA is about to set up a liaison unit to facilitate all this referral (see Lord Heron's accurate article, *TES*, April 22, 1981), and every regional company is to have officers whose task it is to arrange follow-up for adult education programmes.

I don't doubt that there is work of this kind to be done. But if broadcasters go too far down the road they will lose the possibility of exploiting the truly educational [illegible] of television. There are still many [illegible] educational programmes to be seen and heard. There is more yet to be made. Wherever they exist, they are directed by someone who knows what it is to be a teacher. To get people to start watching such programmes may be largely a matter of scheduling or promotion. With the best of them, once started, the audience will stick.

We must not lose faith in the educational power of broadcasting because we find it hard to define a role for adult education. To do so at a very time when we are about to get a fourth television channel would be most foolish and extraordinarily wasteful.

TES Crossword No. 4

by Rufus



Across

1 Looking for scraps? (11)
9 They pound away with mortars (7)
10 A doctor is behind the pies (5)
11 Society is better off without it (4)
12 Uncle . . perhaps? That would be telling! (8)
14 She ruined Hamlet (6)
16 Makes a false impression (6)
18 Check the breakwaters (6)
19 In certain charts it may indicate a mile (4)
22 Badly shattered by loud abuse (5)
23 Term that's musical or legal perhaps (7)
24 Possibly one's private abomination (3,8)

Down

2 Directions to prisoners follow (5)
3 Calm and send to sleep (4)
4 Big cats the nation is fuel (6)
5 Warmer – or cooler (8)
6 Moving in single column (7)
7 He has no sense of power (5)
13 [illegible] (8)
15 Calling dishonest (6,5)
17 It gets hold of when the examiner's had (8)
18 Plus a liberty? (7)
20 He was employed as super-cow growing (5)
21 A workhorse expression (4)

Solution to Puzzle No. [illegible]

THE TIMES
Educational Supplement

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Radical changes to make room for jobless

by David Lister

Radical changes in the secondary school curriculum and the involvement of schools in schemes for the young unemployed were discussed this week at a meeting of teachers' leaders and officials from the Department of Education and the Manpower Services Commission.

Mr Jack Chambers, president of the National Union of Teachers, described the three day meeting as a "major new initiative which could radically alter the nature of secondary education."

The main changes outlined at the little publicized conference include:

- Youngsters on the youth opportunities programme and other MSC schemes returning to school on a part-time basis
- A change in the custodial relationship between teachers and pupils so that children both below and above 16 could go out on work and even leisure experience
- A new approach to in-service teacher training and staff development
- A much wider use of premises to include schools, FE colleges and workshops
- A gradual break from traditional forms of examining to a profile-based system
- Negotiated learning contracts between pupils and teachers, as there are in A level work, where pupils discuss with parents and teachers the most suitable courses.

The conference held at Stoke Rochford was sponsored by the NUT, KAFFHE, TES and MSC and was attended by representatives of all the main teaching unions. Its aim was "to explore how young people in the 14-19 age group can be helped by schools, colleges and teachers, in conjunction with the MSC and other agencies, to acquire and develop the necessary skills for working life."

Mr Chambers told the conference he wanted to see the balance restored in the curriculum between the academic and vocational preparation and life skills, and to involve schools nationally for the first time in work with the young unemployed.

While the first aim is sure to prove a long term objective, there was much wider agreement on the need for urgent steps to make the second aim a reality.

The education service has long been wanting more direct involvement with MSC schemes, and the conference decided to set up a national steering committee to recommend a number of pilot schemes which will pave the way for the new initiatives.

It is hoped that local committees of teachers, employers, local authority and other representatives will be set up early next year, and the first pilot schemes will start in September 1982.

The pilot schemes would include a number of schools "pursuing alternative curricular pathways".

The changes needed in the curriculum for 14 to 19-year-olds have been discussed for some time by NUT leaders, and Mr Chambers in particular wants to see considerable progress during his presidential year.

Before the conference a number of NUT leaders saw Lord Gowrie, junior employment minister. He expressed interest, but wondered how well teachers would be able to cope with

Continued on page 3

Candida Valentine with the harpsichord she made and decorated. It was part of an exhibition of students' work at the London College of Furniture.

Micro waves

Criticism of the Government subsidy for school computers is growing, with experts saying that the Department of Industry has chosen the wrong machines.

The 50 per cent subsidy is available to schools that purchase the recommended Acorn Atom or the Research Machine 380Z. But both machines have severe limitations, as A. K. Hennessy, of the University of Manchester Institute of Science and Technology, explains on page 38.

This week

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University for the aged to be launched

by Philip Venning

A plan to give Britain's increasing number of pensioners education for pleasure in place of hours of loneliness and inactivity is to be unveiled in Cambridge next month. A group of dons and others will be proposing a university of the Third Age, the first educational institution in the country specially for old people. The idea will be pioneered with local old people in Cambridge, but could spread elsewhere if it is successful.

The details of the scheme have been deliberately left vague, according to Dr Peter Laslett of Trinity College, chairman of the founding group. The aim is not to bind over decisions about how the university should develop and run to the elderly themselves. A public meeting on July 20 will set up the first committee of old people to assume responsibility for the plan.

They would decide what courses to run, though the founding group believe strongly that it should be a university in name only. The courses would have to appeal to everyone, and there would be no academic entry requirements or final qualifications at the end.

The group draw their inspiration from similar universities that have grown up in France recently, including one at Caen which now has about 1,000 students.

They rely on the goodwill and civic responsibility of the local community, and Cambridge council, local banks and industry, will all be asked to help.

The university will not have any staff or buildings of its own. Nor will it charge fees, unless the first committee decide otherwise. Rather it will depend on the willingness of Cambridge University, technical college, and individual teachers to allow the elderly to attend existing courses or to set up special courses for them.

Many detailed problems, such as whether the old people should have access to already overcrowded university libraries, remain. But the committee is confident that they can be sorted out.

English books China-bound

by Stephen Cohen

Chinese students of English could soon be improving their knowledge of the language thanks to the Inner London Education Authority. Mr Peter Newsam, ILEA's education officer, has just returned from a tour of China and has instructed his officials to find out if they can ship out the redundant library at Philippa Fawcett teacher training college.

On his trip, Mr Newsam met the head of the country's school of language teaching and was told of the dire shortage of books in English for the students to read.

He said this week: "The students will be the people at the side of the Chinese leaders, interpreting for the next 20 years. They should be influenced by English literature, not American."

Now Mr Leslie Ryder, director of ILEA's learning resources, has been set the job of finding out if anyone else wants the library. "We have to let existing colleges of education see if they want anything. Then other establishments of higher education are given the chance. Then the inspectorate can have a look, and finally the new occupants of the building can choose what they want."

Whatever's left by them will be on its way to China if the appropriate subcommittee agrees. The authority sent 1,000 books to Malawi six months ago.

Next week

- Ken Millins, former director of Edge Hill College of Higher Education, and a member of the Rampton Committee until he resigned in protest at the sacking of Anthony Rampton, takes up the teacher training implications of the committee's report on multi-racial education.
- Schooling and social democracy: extracts from a new book by the Centre for Contemporary Cultural Studies Education Group.
- Books: Lucy Hughes-Hallett reviews V. S. Pritchett's new selection of short stories; Katya Watler and Ralph Berry review two new books about Shakespeare.
- Extra: Children's Theatre and Drama.

Aristides

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TIMES PAST

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Mushroom sixth forms and neo-grammar schools

The counter-attack against sixth form and tertiary college alternatives to the all-through comprehensive school gathers apace. Last week there were reports that Opposition thinking has been steered (if only temporarily) away from proposals for a break at 16. This week comes a forceful salvo from the opposite end of the political spectrum in a paper by Mr Fred Naylor for Mrs Thatcher's Centre for Policy Studies (page 11).

Mr Naylor is an old campaigner since the period when he worked for the Schools Council on examination reform. He is a dab hand with educational statistics and has come to the firm belief that academic standards in general, and sixth form standards in particular, have suffered directly as a result of comprehensive reorganization. Not everyone reads the statistics as he does but he is one of those happy people who have few doubts. When he discusses the *Crisis in the Sixth Form*, therefore, he is considering what he regards as a series of man-made disasters, to be mitigated if possible by modifications which, by one means or another, undermine the comprehensive idea.

This may be thought to mark him off sharply from other would-be reformers of the sixth form such as the devotees of tertiary schemes, and indeed it does. But in important respects his analysis could be shared by proponents of quite different policies.

In essence he is saying that comprehensive reorganization has spread the bright students and the specialists capable of teaching to A level too thinly across the system. The average comprehensive school has 900 pupils, which means at least twice as many sixth forms have to be staffed as would be required if grammar schools had been retained.

This, says Mr Naylor (and he cannot prove it any more than he can be proved wrong), is why the upward trend in the proportion of each age group getting two A levels stopped in the seventies after a steady rise through the sixties.

Stripped of its contentious overtones, the Naylor diagnosis of sixth form difficulties is the same as that which has been propounded over many years by the DES: sixth form teaching groups are too small, and this is inefficient. Quite rightly, Mr Naylor insists that the "crisis" is not caused by falling rolls. This phenomenon hasn't hit the A level age groups yet. And as the demographic decline is mainly a decline of working class birthrates, the class structure of upper secondary education means that the sixth form should be shielded from the full effect.

Given a crisis which is caused by trying to maintain too many separate sixth forms, the obvious answer is to look for ways of concentrating bright pupils and clever staff more effectively. Introducing a break at 16 and regrouping the 16 to 19s in another institution or institutions is one answer – the one favoured by cities like Manchester which see it as the only way to maintain the comprehensive principle while providing adequately for the varied needs of the 16 to 19s. Like any other scheme, this has its own snags. Mr Naylor lists these with some relish. Among these are the undesirability (in his view) of creating 11 to 16s schools without the prospect of advanced work to attract academically well-qualified staff; the effect on the younger pupils of the absence of the older and *vice versa*; the "permissive", pseudo-adult, atmosphere of the sixth form or FE college; the dilution of the teachers' traditional pastoral role; the discontinuity between feeder schools and tertiary institutions and the brevity of a two-year course in which one year is "hallo" and the other is "goodbye".

There is no doubt that these are features of most 16 to 19 schemes which worry many people. This is not to say that a break at 16 and the development of a separate network of post-16 colleges may not still be the best bet. The trouble with concentrating on the snags of schemes proposed by proponents of change is that this can obscure the snags associated with the present arrangements. What is happening is that the present snags are becoming too great to ignore. This being so, it is especially urgent that those who favour a break at 16 should look in detail at the objections and examine the measures specifically needed to overcome them.

In his own proposals, Mr Naylor includes a reference to possible cooperative schemes in which groups of schools share sixth form facilities. But if l.e.a.s. were to follow his line, most of the development would go into the fairly small number of comprehensives which already have large sixth forms, viable in his terms. These would be expanded to take in pupils from neighbouring schools which would lose their sixth forms and become 11 to 16 schools.

"Mushroom-type" schemes of this kind have their own special snags, some of which were brought out by the Macfarlane report: "Schools which retain sixth forms tend to have more prestige in the eyes of many parents and are apt to be the most popular first choice for pupils at 11 to 12. The residual schools suffer both from failing to attract a due proportion of the most able pupils, as well as in limitations of staffing that go with both a smaller school and the absence of advanced work".

In reality, the mushroom-type sixth form, combined with more emphasis on parental choice, is another way of restoring grammar schools without reintroducing the 11 plus. This is its significance at the present time and it is this which the advocates of a break at 16 will oppose. As for the strong anti-tertiary lobby within the comprehensive schools, they will find Mr Naylor and his friends very uncomfortable allies.

That said, nobody should underestimate the force of the arguments which Mr Naylor is advancing. People will attack his statistics and his use of the figures put together recently by Caroline Cox and John Marks. But he will ring many bells in Elizabeth House, not least with Lady Young and Dr Boyson. There is little which is new in Mr Naylor's analysis but this is the most plausible blue-print yet for the reestablishment of grammar schools within a comprehensive framework.

Crisis in the Classroom by Fred Naylor; Centre for Policy Studies £2.00

Comment

Rampton and race research

It becomes daily more difficult to decide whether it is the conspiracy or cock-up theory which best explains the state of race relations research.

The history of the past ten years or so is sadly littered with the debris of good research intentions which went wrong, were imperfectly executed or – more often – proved unacceptable to a vocal section of the interested parties.

So far, it is true, the Rampton Committee's Interim Report has been less criticized for its research than for the lack of it. What a pity, the leader columns have exclaimed (*The TES*'s among them), that Rampton did not have the resources, time and capability to command the research which might have helped to explain the under-achievement among West Indian pupils which the committee found.

At the time the report appeared, it was known that the National Foundation for Educational Research had been commissioned to produce a review of existing research later this year. What was not so clear was that the Committee already had an advance copy of this review at the end of last year (page 10).

In fact, the reason why the research review did not appear alongside the interim report, as originally intended, had more to do with the NFER's inability to publish anything to schedule than to design. So was it just another cock-up? In favour of the conspiracy theory it must be emphasized that although Rampton's team did have advance access to a quite detailed draft, they did not choose to modify their opinions in the light of it. When the review does appear, it will be clear that Rampton's statements about racism (as the prime cause of under-achievement) are not proven by any existing research.

On the other hand, the National Children's Bureau's longitudinal research from the National Child Development Study (available to Rampton for over a year and noted in the NFER review) added to the accumulating evidence of the importance of home background. It is understood, however, that to describe difficult home backgrounds as a causative factor in under-achievement was not acceptable to a majority of the committee.

One of the many ironies produced by the Rampton Report was that its conclusions reflected, in official form, much the same sort of comment that led to the suppression of the final report of the Schools Council's Multiracial Society project two years ago. Now the Schools Council has just chosen, with supreme ill-timing, to publish a cut and bowdlerised, badly edited, and scrappily produced version of that report. The research team which produced it have all disowned it, although one of them is named without her permission. The chapter which foreshadowed Rampton is omitted altogether on the grounds that it expresses personal opinions, although much of what remains is meaningless without it. Whatever the difficulties that beset the research team; to publish at all in this form seems doubtful ethics and will do precious little to add to the School Council's reputation at this critical time in its life.

So where do we go from here – bearing in mind that the graveyard of good intentions also contains the discarded embryo of an APU survey of West Indian achievement? Many pionters will emerge when *Caught between*, the research review, eventually appears in late summer. It is believed to be useful, and it is known that Lord Swann feels strongly that the committee needs to attach far more importance to research.

Amid the bureaucratic confusion caused by the Swann committee regrouping, some priorities are emerging. There is little doubt that what is needed now is a set of in-depth studies (which need not be longitudinal) that seek to explain the West Indian under-achievement which undoubtedly exists. These will need to go into socio-economic factors in different communities, but to do so in a systematic research style, rather than in the form of opinionated assertion as in the Interim Report. It is difficult, and it hasn't been done properly yet, but it needs to be done. It is likely that Swann will commission something on these lines. It is impossible to hold but too many hopes for the outcome.

Getting in on the act

Mr Jack Chambers, the new president of the National Union of Teachers, set a great deal of store by the conference held at Stoke Rochford this week to explore ways of developing a more effective educational response to youth unemployment (page). It was an occasion without an obvious precedent: sponsored by the Manpower Services Commission, the DES, the NUT and NATFHE, the conference was attended by representatives of all the teachers' unions and culminated in the announcement of a series of pilot projects which may provide models for wider action later on.

This is a promising initiative. The unions are bound to be closely and quickly involved in any plans which disturb established patterns of

Mr Jack Chambers

secondary organization. It is likely to be extremely helpful if they are in at the start of these pilot projects. Mr Chambers is a lively and vigorous apostle of the schools' wider responsibilities. He would like to see it made a lot easier to create opportunities for boys and girls to work outside the school from 14 or 15 onwards, as part of a change in curriculum and organization aimed at linking schools more closely with working life.

There is also a desire to explore ways in which the schools could work with unemployed young people in cooperation with the Manpower Services Commission. Here there is no shortage of difficulties, especially where such schemes might involve youngsters on YOP schemes working alongside pupils who are staying on at school in the ordinary way. But the schools may be able to learn from further education: certainly the MSC is eager to enlist the support of the schools and resources they represent, and given that it is the MSC which has the money there must be a strong incentive for the schools to find ways of getting in on the act.

Behind the immediate activities discussed at the conferences were a range of pedagogic questions which stretched a long way beyond the immediate needs of the early school-leaver in a period of high unemployment. The full significance of this initiative will only become apparent if it impinges on the rest of the secondary curriculum and in particular, on the examination system which prescribes the educational values which dominate the system.

Still all right for some

A comment on Labour's plans for the independent schools is offered this week by the Independent Schools Information Service in the shape of its annual statistical summary. The number of pupils seems to have edged upwards by another 1 per cent or so (it depends which set of figures you use) which is not unremarkable in a year which saw the school fee inflation rate at well over 20 per cent. (Burnham, augmented by Clegg, made school fees rise twice as fast as the retail price index.)

The ability of well-to-do parents *to pay* high boarding fees, however, was improved during 1980 by the full effect of Sir Geoffrey Howe's 1979 budget. Not, of course, that independent school pupils are drawn exclusively from the very rich. The prep schools continued to show unmistakable signs of strength. Day pupil numbers in secondary schools are holding up better than boarders.

Every year ISIS publishes figures for capital expenditure in the independent sector. In the calendar year of 1980 this amounted to some £60 million, or about £150 for each student. This compares with about £30 a head for pupils in maintained schools Of course pupil numbers in the maintained schools are going down while those in the independent schools are still going up and you would expect capital programmes to reflect this. The figures may not be strictly comparable but even so, the contrast is unmistakably fortably stark: no doubt a comparison of spending on books would be similarly disgusting.

Mr Kinnock is, of course, going to remove this source of shame by abolishing the independent schools, like the true authoritarian he is. The trouble is that no one really believes that these figures show excessive spending in the private sector as clearly as they point up public parsimony.

A feature of the independent school scene to which attention has been drawn (page 6) is the apparently growing readiness of some parents to move their children in and out of the maintained and independent schools according to changes in their family circumstances. Those who would like to see easier relationships between the two systems should welcome this traffic which suggests that the independent and maintained schools are more complementary than the purists like to believe.

No comment

"Two men who stole a gilt weather vane from the pinnacle of Magdalen Tower, Oxford, made their way out of trouble when they were stopped by a policeman.

"Caught making off with the £500 vane at 2 am, they told him that they had just been making it in a metal work class." From the *Guardian*, June 10.

Personal qualities are as important as academic record according to employers

Swotting for exams a waste of time, say firms

by Philip Venning

Teachers are wasting their time putting too much pressure on pupils to pass exams – employers care much less about them than teachers think. This is one of the main findings of a detailed study of how employers recruit young people, sponsored by the Department of Employment.

In interviews with 350 firms in St Albans, Leicester, and Sunderland, Mr David Ashton and Mr Malcom Maguire of Leicester University found that personal qualities were often rated as highly as exam passes.

It was extremely rare for firms to specify minimum educational qualifications for a job but then take on someone with the highest academic record. It was much more usual for exam passes to be used as a general guide to the pupil's ability or to be ignored completely.

In Leicester, 55 per cent of firms who took on skilled manual workers specified minimum qualifications but then did not rigidly enforce them. This particularly applied to offers of apprenticeships which were made before exam results were known, and were not withdrawn even if the pupil failed. Another 25 per cent recruit skilled manual workers solely on personal qualities.

For clerical and sales staff, 15 per cent of employers used minimum qualifications as a way of screening out the less able, but then took other factors into account when making the final decision. Another 65 per cent took a flexible attitude to exam passes, and 17 per cent ignored them.

At higher levels educational qualifications were more important, but were by no means the sole factor.

Two thirds of firms taking on technicians used the pupil's academic record as an initial screening process, while 30 per cent took a more flexible line. For professional and managerial jobs, 90 per cent of employers wanted minimum qualifications but also looked for other qualities. At the other extreme 90 per cent of those employing operatives had no interest in exam results. In fact a small number of skilled manual as well as operative jobs were barred to young people who were over-qualified. The employers were looking for unquestioning factory fodder.

The researchers also looked at the claim that as more pupils passed exams the entry qualifications for certain jobs were being pushed up. They found little evidence for this. Among 195 employers, 82 per cent said that there had been no change in the last five years. 14 per cent said they were asking for higher qualifications, and 4 per cent has lowered their requirements.

Though most employers stressed the importance of the personal qualities of their recruits, few put much reliance on school reports. They preferred to judge for themselves.

Heseltine faces revolt by shire moderates

by Sarah Bayliss

A grass-roots revolt by moderate Conservatives from the shire counties against some leading right wingers in the party was staged within the Association of County Councils this week.

The feelings behind the campaign, which has been led by moderates known as the Suffolk group, were reflected in a private meeting with Mr Michael Heseltine, the Environment Secretary, on Tuesday night. They expressed anger and despair at the Government's latest moves to take grant support away from shires which said now have considered themselves big spenders and which indeed have obeyed every Whitehall demand for cuts.

Mr Heseltine is understood to have defended the new block grant system for distributing grant but it is not known whether he gave assurances that come the autumn, many shires would escape sweeping penalties.

Suffolk County Council, whose chief executive is said to have advised the group, is the lowest spender among all the shires and yet is threatened with a £6m loss of grant this year if it does not make more cuts. Essex is judged to be overspent by a massive £17m, Cambridgeshire by £6m; both are active members of the group.

All the shires have deeply resented Mr Heseltine's new target which says they must spend 5.6 per cent less than they spent in 1978-79. In that year many were already making substantial cuts. The Suffolk group want the baseline changed.

As The TES went to press, the ACC Tory group which has 99 members, a majority of 19 over 61 Labour, 12 Independent and 7 Liberals, elected Mr John Lovill from East Sussex as its leader. The executive council elected Mr John Horrell, chairman of Cambridgeshire education committee, as its chairman and Sir John Grugeon, leader of Kent County Council, as its vice-chairman.

The VAT man cometh . . . ?

Education authorities throughout the United Kingdom are awaiting with trepidation the outcome of a tussle between Grampian Regional Council and the local VAT inspectorate, which is insisting that VAT be levied on evening class fees for non-vocational students.

In what is a test case, Grampian is opposing the ruling although they will levy the 15 per cent VAT rate next session pending the outcome of an appeal to the VAT tribunal which the council is currently preparing. Sources within the region say that the council will fight all the way to the Court of Session and House of Lords if necessary.

A spokesman for the Advisory Council for Adult and Continuing Education in England and Wales said that VAT rulings had been issued south of the border but local authorities had accepted them. Grampian was the first authority to appeal. "We are watching the outcome of this case with great interest," he said.

Jobless leavers treble this term

Registered school leaver unemployment has trebled since the start of the summer term.

With the end of the term still to come, it is now certain that more than one in three leavers will be out of work this winter.

The June Department of Employment figures published on Tuesday show that there are now 208,000 school leavers registered as unemployed in Great Britain – 140,000 more than the April figures.

There are also now more than 160,000 under 18s in the Government's special programmes – 15,000 more than at the start of this term.

There are now at least 300,000 leavers on the register or in the Youth Opportunities Programme, some of whom have been jobless for more than a year.

It is estimated that another 150,000 leavers will join the register during the next two months.

Radical changes

Continued from page 1

what would be a new client group at 16 plus.

Teachers' leaders are aware that many teachers will feel uneasy about this, but are equally aware that with rising rolls and continual threats to jobs at 16 might have distinct advantages.

Mr Chambers said this week: "I believe that it is time now for the profession to stop being preoccupied with academic attainment and to develop the social skills for working life. There will have to be major shifts in the aims of teachers.

"In addition, there will have to be a change in the custodial relationship. Teachers by law are expected to have all the children to 16. But sufficient resources are not made available and the exam system is too limiting. It is a straight jacket.

"So, for example, kids could design their own leisure programme. In French, for instance, the youngsters ought to be able to get themselves to Boulogne and back and order a meal in a restaurant. They can't do that with GCE French but they could do it with life skills.

"At 16 there will be a new clientele coming back and they will have to be treated differently – not as school pupils. They would have to be paid a wage. Part of the time could be spent in a school or college, part in industry and part on a programme such as Outward Bound," he added.

However, a warning was sounded at the conference by Mr Alistair Robertson, principal training adviser with the MSC special programmes division, who told the conference that in 1979 over 40 per cent of youngsters coming into YOP had a history of truancy.

"So, the message to schools" he said, "is that four out of ten of the youngsters you hope to attract have shown what they think of schools by voting with their feet."

Mr Tony Woollard of the DES further and higher education branch, said that there was an increasing awareness of a potentially "lost generation", and the urgent need to do something about it.

He told the conference that the contribution of the education service to YOP was "peanuts". If this was to be increased certain problems had to be faced. These included the inexperience of the staff in dealing with the new clientele; the legality of part-time schooling, and the use that schools might want to make of not only FE lecturers but people from industry and quite different backgrounds. "At what stage do they become teachers with qualified teacher status?" he asked.

The need for a radical shift in the curriculum was endorsed by Mr Robert Aitken, chief education officer for Coventry. He said that schools were far too heavily biased towards exams and written work. "If you do an exam in PE you still have to write an essay" he said.

He added: "We must have a better balance between the cognitive and the affective. If you tell 40 per cent of youngsters they are not even worth examining then we are breeding insecurity and chips on shoulders which will eventually turn into aggression."

School lunch *al fresco* at the Olton Hall public house, Solihull, for pupils of Ulverley primary shool.

Reaching the parts that other schools don't reach

by Richard Garner

Children from one of the largest primary schools in the country have been enjoying pub grub for the past fortnight – with official approval.

A group of parents organized the outings to a public house after Mr Harry Moore, the headteacher at the 600-pupil Ulverley school in Solihull, decided to close the school buildings at lunchtime. His staff had refused to supervise lunches in protest against cuts in spending.

Mr Moore said he supported his staff's action. "Under normal circumstances, the support and goodwill of the staff is massive but the effect of the cuts is such that – for the first time – I am going to have to mix years from next September," he added. "Educationally, that's not sound."

After the school had been closed for three days, the authority instructed him to keep it open, claiming there was a legal duty to provide free school meals and that the nine dinner supervisers could provide adequate cover. The staff protest ended on Wednesday.

Mr Chris Wild, the licensee of the pub, the Olton Hall, which is just across the road from the school, charges 50 pence for lunch. He said: "I am making a loss. I would normally charge twice as much, but I'm doing it as a favour and for a bit of public relations".

The children could tuck in to beefburger and chips, sausage and chips, or eggs and chips and bread and butter. "We throw in a glass of orange squash," he said. "We don't allow them on the mild, bitter or scotch."

Handbook disowned by authors

by Diane Spencer

A newly-published teachers' guide to multi-racial education has been disowned by the authors.

Members of the Schools Council project team say the final version of the book misrepresents their work. A complete section is missing and one chapter is bowdlerised. They say the report fails to make sense, and because they wrote it in 1978, it is now out of date.

The three-year curriculum development project ended in 1976 and cost around £150,000.

The missing section was dropped mainly because it angered teacher representatives on the council's programme committee when they saw it in 1978. These included Mr Fred Jarvis and Mr Max Morris of the National Union of Teachers. The work was described as "propaganda", "anecdotal" and "a slander against teachers". The National Foundation for Educational Research was also unhippy with it.

The missing section, which set the scene for curriculum development later in the report, discussed how children acquired racial attitudes, teacher expectations and the role of the school in a multi-racial society.

It showed how prevalent racist attitudes were in schools and society and widely quoted teachers and children making racist comments.

In a brief preface to the guide, it says: "The council decided not to publish a section in which the project team gave personal views." The team claim this represented the distillation of three years' intensive work in the field which substantiated the considerable body of evidence accumulating in multi-racial education.

"It is disquieting that the Schools Council finds itself unable to publish such material," it says.

Ms Elaine Brittan, the project evaluator, is particularly upset because her's is the only name mentioned in the report and the chapter attributed to her is not her work. "It was produced without consultation and as if stands – simplistic, often illogical and inaccurate – is quite unacceptable."

Education for a Multiracial Society, Schools Council. £5.50.

Churches want change in law on RE

by Bob Doe

The law should be changed to make religious *education* compulsory, not religious *instruction* as at present, the major churches agreed this week.

Giving evidence to the Commons select committee looking into the secondary curriculum, leaders of the Anglican, Catholic and Free Churches all agreed to this change, though they emphasized that Christianity should retain a central position in what was taught.

They rejected the idea of *à la carte* RE described by one MP as "a little bit of this religion, a bit of that and take what you want."

The Archbishop of Canterbury, Dr Robert Runcie told the committee: "Religious instruction has a narrow indoctrination connotation."

He made it clear, however, that he was not in favour of a wholesale change in the legal status of religious teaching in schools and wanted a continued commitment to some form of school worship.

He also attacked the "lamentable" way local authorities failed to appoint enough advisers in religious education.

The written evidence submitted by the Church of England Board of Education emphasized the importance of school worship for training children in the essential skills of reflective thought, sharing of rituals and meeting for a common purpose.

Cardinal Basil Hume, the Archbishop of Westminster, earlier told the committee that he too favoured the words religious education.

Platform

Ken Millins argues that teacher training has failed to make an impact on race relations in 15 years – "out of touch and out of date".

Rampton's basic lesson

In recent weeks, some journalists possessing pre-cognitive gifts, or more likely, pre-publication copies of the interim report of the Rampton committee, thought it bland and woolly. They could not have reached the short section on initial training. Or, if they had, they ignored it because it did not fit in with their thesis.

This section is a painful indictment. During their visits to multi-racial schools, committee members met many probationers, recently qualified from colleges, polytechnics or universities. Most were finding it hard to establish their authority. Some were barely surviving. "I just can't handle some of the West Indians", one said to me. "I've no idea what makes them tick." "I didn't expect to be told by West Indian fourth-formers what I could do with my nuggets of knowledge in four-letter basic," declared another. "I'm simply baffled by some of the West Indian parents", sighed a third, "What they want and what I'm trying to do are poles apart."

Virtually all maintained that they had received little or no help during their course to enable them to cope with such situations. Some recalled occasional sessions with visiting experts and passing references to ethnic minorities in child development or social psychology classes. Relevant method work was sketchy and teaching material difficult to come by. Several had profited from optional courses in "English as a second language" but sometimes these took place after the last teaching practice and were uncomfortably close to finals.

They were not alone in their criticisms. Since the summer of 1966, when the education panel of the National Committee for Commonwealth Immigrants urged all teacher training institutions to examine how best they could enable student teachers to play their part in the rapidly changing contemporary society, there has been a number of similar appeals from such bodies as the Community Relations Commission, the National Association for Multiracial Education, the NUT and ATCDE (later the National Association for Teachers in Further and Higher Education) and through national conferences organised by HMI. Some influence might therefore be looked for in the courses of students qualifying from, say, 1969 onwards. But nearly all the teachers who had entered the profession since that date appeared to have fared as badly as those probationers during their initial training.

The report is explicit. It paints an "overwhelming picture of the failure of teacher training institutions to prepare teachers for their role in a multi-racial society." This judgement is based on evidence given by many teachers, advisers and parents: "If you do nothing else", pleaded one headteacher, "try to get across to the lecturers the universal lack of confidence felt in them in this connection."

Why has so little been achieved since 1966?

Witnesses charged the trainers with being out of touch and out of date. They were thought to be playing their same worn styluses across the grooves of yesterday. Each session saw them the more comfortably embedded in their sheltered crannies. Isolated, and insulated, from the raw cutting edges outside.

What truth is there in such accusations? It is tempting for those outside to stereotype "the teacher trainer." Let's examine two generalizations. The first is that teacher trainers "take it easy", drift in a summer punt on a placid stream. This is not so. The great majority work hard and long, lecturing, revising and devising studies with purpose and conviction – and, given the traumatic upheavals within teacher training since the middle 1970s, often with desperation too.

The second sees them as refugees from the classroom, grasping the sanctuary knocker of the college portals. This is false. Many lecturers, in their day, were successful, innovative teachers, chosen in the face of fierce competition. Other members of staff, appointed more recently, are subject specialists rather than practitioners, as economists, social psychologists, and so on.

Undeniably, professional hazards sometimes foreseeable practitioners picture of unrelieved blackness. The reality of the school fade imperceptibly and their classroom ability is insidiously chipped away. Other priorities arise – not least a concern with winning academic respectability through the pursuit of advanced studies in order to strengthen the theoretical underpinning of their craft, and to achieve standing with subject specialists within their own institution and with those who count within the validating bodies.

A cursory glance around the college common room will reveal that a number of the trainers are, in the words of Dylan Thomas, no longer "... young and easy under the apple boughs." Through no fault of its own, teacher training has become static, little disturbed by the appointment of younger staff with fresh impulses. "It frankly would kill me to go back to a down-town comprehensive full-time", confessed one lecturer with the confident candour of established seniority. "When the going gets rough," declared one teacher in such a school during a Rampton committee visit, "many tutors just do not want to know. I'm expected to pick up the pieces."

At a time when some in high places are advocating a first-degree followed by a post-graduate certificate as the most desirable way to structure our teacher training, the widespread lack of response from the university departments of education towards multi-cultural studies is all the more depressing.

It would, however, be both inaccurate and misleading to present a picture of unrelieved blackness. There are touches of *chiaroscuro*. In perhaps half of the institutions, individual tutors, or small groups of staff have established optional studies in such areas as world religions, Caribbean literature, English as a second language or the multi-racial classroom; in such related fields as urban education, youth and community studies or linking home and school. Former students have spoken appreciatively of these courses, whilst regretting that they remained on the periphery of their total work.

A small number of institutions has striven consistently over the years to develop a receptive climate of opinion among staff and students. Perhaps the one most significant feature of these endeavours has been the attack on many fronts. This might take place through elements in first-degree courses, other than those for the BEd, as, for example, in West African literature, human geography or community relations. Studies might well exist in language and reading skills, the needs of both gifted and retarded children, linking home and school, collaborating with the social and welfare services. In such institutions, there are often flourishing community involvement, overseas exchanges, summer camps and well established in-service work, both short-term and in depth. In these the students' union develops both complementary and supportive policies of its own. The academic board has well established sub-committees and working groups through which it revises its policies, allocates its resources and promotes staff development.

Only those with rose-coloured vision would maintain that all was plain sailing in such institutions. On the contrary, there is nothing permanent about these advances. They are usually won with difficulty and maintained in the teeth of fiercely contended interests.

But there are encouraging features. To cite but three examples. In one polytechnic a BEd has been established in multi-cultural studies to match its complementary in-service degree. In a college the academic board has undertaken a thorough appraisal of the contribution which the institution is making, through all its activities, both on and outside the campus, towards multi-cultural education. Another has, since 1971, structured its post-graduate course towards the multi-racial classroom and has, year by year, attracted graduates of quality from many higher education institutions.

Nevertheless it is not surprising that the interim report concludes that: "No teacher training institution appears to have succeeded in providing a satisfactory grounding in multi-cultural education for all of its students."

This is perhaps to be expected, given the dominance of academic studies, in education and other disciplines, over the professional. This has deepened, but narrowed the specialised focus and led to a loss of overall perspective. Increasingly during the last decade a feeling for the seminal priorities which might underlie a training course has been deadened. Among these belong the development of a cohesive philosophy and practice of education, consonant with the needs of our contemporary society. This would include an examination of the place in that society of those areas where a coloured face is rarely seen. No institution, even the more enlightened, has made any significant contribution to this wider field.

This section of the report hopes that the institutions will "consider ways of promoting a basic understanding of the concept and practice of a multi-cultural approach to education among all students and staff." The words were carefully chosen. "All students and staff" includes those in top and middle management, as well as those who exercise authority within a student body. "Knowledge" about ethnic minorities, whilst useful, would be inadequate without "understanding," since the former does not presuppose the latter.

This brings this survey to the last, and perhaps most important point. Those who have worked as short tour specialists for the British Council in the Third World know that, at the end of the contract, they can withdraw from the harsh realities around them. Their involvement is both partial and temporary. In one sense, the initial training course is a kind of short tour, with the institution as the escape base. It is a period of shadow boxing during which students and staff are barely exposed to the test of sustained contact with, for example, adolescent West Indians, both within and outside the school. Such contacts could drain their emotional resources and stretch their racial tolerance to the limit.

There is certainly one exception. Since 1973, one college has set up, far from its main campus, an urban studies centre in the East End of London. Here some of its BEd and PGCE students spend 15 weeks and others up to five months. During this time they teach for three days a week in a local multi-racial school and for the other two they are engaged, wherever possible, in school-related social or community work. As an external examiner, I have seen some of these students in action and witnessed the resilience and the growth of awareness shown by virtually everyone. Many of the former students who stayed at the centre are now teaching in the area. This is perhaps the most thorough attempt to date to come to deeper terms with attitude formation in this field, among both staff and students.

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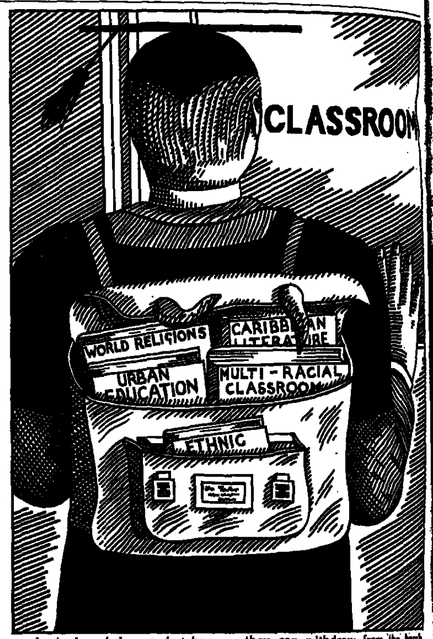
This section of the report is trying to say to the teacher training institutions: "You have made little impact, during the past 15 years, on race relations. Teachers, advisers and parents have little confidence at present in your ability or willingness to improve that impact. For goodness sake harness your professional resources and prove them wrong!"

Ken Millins was chairman of the Teacher Education Sub-committee of Rampton and is a former director of Edge Hill College of Higher Education. He has also chaired the teacher training panels of the National Committee for Commonwealth Immigrants and the Community Relations Commission.



Pay body seat for poly union angers grass-roots group

Tory attack on Carlisle

by David Lister

The announcement this week that Mr Mark Carlisle, the Education Secretary, is considering giving the Association of Polytechnic Teachers a place on the Burnham FE committee which negotiates pay has been attacked by the Conservative Party's own education committee.

Mr Dmitry Argyropulo, chairman of the Tory grass-roots organization, the National Advisory Committee on Education said: "I think that good industrial relations are best served by a small number of large unions and not by lots of small ones. I know Mr Carlisle faced a great deal of pressure from Parliamentary colleagues but I can't help but note that these Conservatives who have to actually deal with the consequence of this change are against it. I refer to the Conservatives in senior positions in NATFHE and the leaders from the education committees of the ACC and AMA. These people are far better informed than most MPs."

Mr Peter Dawson, general secretary of NATFHE also condemned the proposal. He said that to grant representation to a body which only claims 2750 members could only be seen as a "wrecking move".

Mr Carlisle is to consult the teacher organizations already represented on the committee before taking a firm decision.

Universities 'must stand by offers'

by Biddy Passmore

Universities were contractually bound to students with conditional offers of places for this autumn, Mr Laurie Sapper, general secretary of the Association of University Teachers, said this week.

He was commenting on advice contained in a recent letter to universities from Dr Edward Parkes, chairman of the University Grants Committee. This said universities should not complete their admissions process until they had heard what their grant was for next year, in case they could not provide the course for which students had been accepted.

The UGC letters setting out each university's grant allocation and ways of cutting by 1983-84 are to be sent out this weekday. They are likely to be less advanced than was previously assumed and still apparently give each institution until next January to consider the committee's recommendations. However, each will for the first time be given a target of student numbers for 1983-84 split up into subject areas but not individual departments.

Mr Sapper said he imagined the letters would land on universities with a "dull thud". He had been told there would be no financial penalties for institutions that did not obey the UGC's recommendations, he said.

He had earlier launched an attack on Dr Rhodes Boyson, the minister responsible for higher education, accusing him of "hoodwinking" the public by spreading half truths and misrepresentations about the universities.

Mr Sapper: no penalties

Dr Boyson claimed the universities had to be recast because of the dramatic decline in the 18-year-old population, Mr Sapper said. But the figures showed that, although the number of 18-year-olds would peak in 1983, there would still be 25 per cent more in the 1980s than in the past decade.

While the minister said the staff-student ratio in British universities was about twice as favourable as in Harvard and Yale, it was in fact 1:10 here, compared with 1:9 at Yale and 1:12 at Harvard.

Dr Boyson had complained about tenure for university teachers. Yet in practice most public servants had just the same kind of tenure till retirement.

Finally, Dr Boyson was trying to give the impression that the universities were only suffering a 3-3½ per cent cut this year. Yet the combined impact of the cut in grant and loss of income from the decline in overseas student numbers – expected to be about 20 per cent this year – would bring that figure up to nearly 10 per cent or £120m.

ILEA may still cut meal costs

The Labour Leaders of the Inner London Education Authority may still decide to go ahead with a cut in the school meal charge despite illegal advice that they could face a £2.7m surcharge if they do.

Labour councillors were elected in May with a pledge to cut the price of a school meal in Inner London from 35p to 25p.

The Labour group is to meet next Tuesday to see if it can carry out even a limited version of that pledge: to carry out an experimental reduction in price to see if it increases take-up.

Advice councillors have received from Mr Michael Mann QC says the authority should try every other way of increasing take-up before cutting prices. Alternative measures might include stepping up the introduction of cash cafeterias and publicity campaigns.

Fuel-saving system can take the heat out of caretaking

by Sarah Bayliss

A fuel-saving heating control system – also said to conserve the energy of caretakers – is being pioneered in schools in Hereford and Worcester.

The scheme, which it is claimed will cover costs within three years, uses mini-computers to monitor classroom temperatures and to turn boilers up or down, on or off. 65°F is the "target" temperature for the schools.

It is part of a county-wide scheme to knock £1m a year off the council's total fuel bill. Each school's heating bill is reckoned to drop by 15 per cent.

Transmitton, the British-based company with the Hereford and Worcester contract, says the Department of Energy estimates £100m could be saved annually if every education department adopted similar systems.

The company is already responsible for controlling temperatures in Sheffield Town Hall, Nottingham University, several British Leyland factories and some hospitals.

So far two schools in Hereford and Worcester have a system installed.

There are heat sensors in parts of the buildings which, according to the publicity handout, take account of "unpredictable heat sources, for example, the sun, human bodies and light fitments."

Through a "black box" microprocessor in each school information is relayed to a computer at the county council's offices in Worcester.

The Department of Energy has agreed to pay a 25 per cent grant for installations in the first 50 schools. The county intends 100 to be linked in to the central computer.

It is said to allow individual radiators to turn themselves off, to make routine maintenance unnecessary and to spot faults quickly.

A spokesman from Transmitton said fuel savings were the main requirement – caretakers' jobs were not going to be a saving. "It's true it takes the drudgery out of a caretaker's day," he said. "They don't have to go walk round with thermometers any more, turning things on and off."

Labour surveys private sector

Labour Party headquarters has issued advice to Labour groups in local authorities urging them to start identifying local private schools which could be integrated into the maintained system under a Labour Government.

It also reminds councillors of the party's opposition to the assisted places scheme and advises them of ways of undermining it, such as refusing permission for 16-year-olds to transfer from maintained to private schools.

The advice note is one of the three issued by the party's national executive committee. A second urges Labour-controlled authorities to abolish immediately corporal punishment in primary and special schools and to set a date for its abolition in secondary schools. The third, on school governors, says power on governing bodies should be shared equally among i.e.a. appointees, staff, parents and pupils and community representatives, as the Taylor Report recommended.

Now Staffordshire threatens compulsory redundancies

by Richard Garner

Labour-controlled Staffordshire County Council this week became the first authority to threaten to make teachers compulsorily redundant since the announcement by Mr Michael Heseltine, the Environment Secretary, that he will penalize local authorities which themselves have overspent. The council has warned that 45 teachers face the sack at the end of this term.

The announcement has shocked and angered teachers' leaders who claimed they had an agreement with the previous Conservative administration in Staffordshire that the axing of more than 400 teaching posts in the county would be carried out through natural wastage, and premature retirement.

If the plans hit any snags, they claimed, the Conservatives had promised to consult teachers again before resorting to compulsory redundancies.

However, at an education committee meeting on Monday, Mr Bob Cant, the new chairman of the education committee, revealed that the county council was still 120 short of the number of teaching posts it planned to lose by the end of term. It was said that another 45 would be found among the posts and that 30 would be allowed to go, supply teaching next year. The other 45 would be made redundant.

Council officials said that the threat of the redundancies was made to force the government to withhold rate support grant cash from the authority by Mr Heseltine.

Staffordshire has been told it is in danger of being penalized to the extent of £5.8m for "overspending". At the moment, it is with a group of authorities said by Mr Heseltine to have overspent by between 2 and 4 per cent but – if it spends any more – would risk being penalized to the tune of £9m.

Teachers' leaders immediately warned of confrontation if the sackings go ahead. The National Association of Schoolmasters/Union of Women Teachers, which has 3,500 members in the county, is withdrawing goodwill from county schools from Monday which will mean no lunchtime supervision and a ban on the use of cars in split site schools.

The National Union of Teachers said it was "beyond belief" that within six weeks of taking power some of the councillors who opposed the original cuts and now formed the new administration had done a *volte-face*. Its local action committee would be meeting and would launch a campaign to reinstate any sacked teachers.

Mr Fred Smithies, deputy general secretary of the NAS/UWT, said: "If they're proceeding to teacher redundancies on the basis of fear of Heseltine, there are literally dozens of other authorities up and down the country also in the same position. They are massively jumping the gun."

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City and Guilds beat DES to the post

'Voc' 17-plus course will be launched this year

by Mark Jackson

The new 17-plus certificate for non-academic pupils proposed by the Government, the "Voc", is to be offered to schools and colleges for the coming year – more than two years ahead of the official plan.

Letters from the City and Guilds Institute went out to heads this week setting out the course and basis of assessment for the new award, the Certificate for Vocational Preparation (general).

The institute, which has pioneered the kind of work-related education which the Government wants to offer to the over-16s, says that the education service cannot afford to wait while the Department of Education tries to make up its mind over how the new courses should be run and assessed.

It agrees with the Further Education Unit that the first courses need to be run this year, and not wait until 1983-4, the date proposed by the DES. The department's senior officials and Ministers are still arguing about whether the courses should be tied firmly to occupational activities, as originally proposed, or allow a softer option of general industry studies for schools who fight shy of getting too involved with the world of work.

Because City and Guilds is closely linked to practical vocational education, some officials in DES schools branch who favour the general studies option have been advocating that the main job of validating the new course should be given to TEC and BEC rather than the institute. The same officials want the certificate to be based on a formal terminal exam rather than assessment during the course.

The City and Guilds formula is a compromise: it provides for a profile for each student which is based generally on assessment, but with tests of proficiency in the three Rs set by the institute.

The course is built round the range of core skills defined in the Further Education Unit report *A basis for choice* on which the Government's own proposals are based, together with between three and five vocationally oriented options.

Mr Basil Henson, the controller of the institute's education department, said this week: "We are trying to meet an immediate need for vocational certification with some uniformity of approach. We have been collaborating with the Schools Council and the FEU on developing courses of this kind, and we hope to continue that cooperation."

Mr Henson denied that the institute was attempting to preempt the DES decisions, and insisted that the institute's action would be compatible with the arrangements which the department would eventually make. But it is clear that if City and Guilds succeeds in establishing its certificate as a recognised national vocational preparation award for 17-year-olds, the Government is going to find it difficult to prise its administration away from the institute, or to set up a rival certificate to be run by some other agency.

Parents buy in and out as they please

by Biddy Passmore

More and more parents are choosing education *à la carte*, moving their children in and out of the private sector as it suits their needs, Mrs Heather Brigstocke, president of the Girls' Schools Association, said this week.

This approach was taking over from the traditional way of saying, "Here's my boy – you can keep him from 7 to 18", she said. Today, for instance, parents might send their child to boarding school while they were abroad and then to the local comprehensive when they returned.

Mrs Brigstocke, who is High Mistress of St Paul's Girls' School, London, was attempting to explain at a press conference the slightly bewildering results of the latest census by the Independent Schools Information Service (ISIS).

This shows that, while overall numbers of pupils at private schools have risen by over 2,000 since last year, the number in secondary schools has dropped. Numbers at boys' senior schools have fallen by 819 and by nearly 1,000 at girls' schools.

However, the numbers in prep schools have risen by nearly 4,000 to a new record level – and that increase includes an extra 500 boarders. Members of the Incorporated Association of Preparatory Schools (IAPS), which covers both boys' and girls' schools, now have 99,000 pupils, of whom less than a third are boarders.

The sharp rise in fees – the result of teachers' pay rises – is one of the main reasons for the drop in numbers. Fees are up 25 per cent on last year for senior boarders and now average £3,424 in boys' schools and £2,681 in girls' schools. Day fees in boys' senior schools are up from £1,200 last year to £1,423 this (18.5 per cent) and in girls' schools from £1,034 to £1,219 (17.8 per cent).

The grand total in this year's survey is 414,549 pupils at 1,298 schools. The new figure includes 231 schools belonging to the Independent School Association Incorporated, which has recently joined ISIS. These schools have been excluded from comparisons with last year's figures.

● Some heads of independent schools would be prepared to cooperate with a future Labour government by turning their schools into selective sixth form colleges, Mr John Thorn, headmaster of Winchester College, told the press conference.

But Mr Thorn, who is chairman of the Headmasters' Conference – the association representing boys' public schools – said he would attach two conditions to that agreement: that the schools must remain independent and be allowed to select pupils. They could not cooperate in an institutional way with a system that was non-selective.

Baroness Phillips lends a helping hand in the launch of a new scheme to enable blind and other disabled people to go cycling. Initiated by the St Christopher Catholic Cycling Club and backed by money from the ILEA, charities and the Sports Council, the scheme uses sighted people to pilot hand-built tandems. On the "maiden voyage" in London are Natalie Wright and Tony Langan.

Clash of views over allowances

by Sarah Bayliss

A Government circular which says councillors should stop being paid to go to school governors' meetings has prompted an angry response from the local authority associations.

However, the ruling, which is not legally binding on councils, could be overtaken if allowances for all school governors are introduced in the autumn.

It is understood that a travel and subsistence allowance for school governors may be included in an Education Miscellaneous Provisions Bill, if Parliamentary time permits it to be introduced in the next session.

In the past, most school governors have been denied compensation for their work, time or travel. But members who are also councillors or co-opted members of councils have been eligible since the 1972 Local Government Act for an attendance allowance. Some councils pay no allowance at all. Those that use the discretion allow up to £14 for a single meeting.

A Department of Environment circular issued in 1974 said that under the Act, attendance at governors' meetings was deemed to be "for the purposes of, or in connection with, the discharge of the functions of the local authority."

However Circular 16/81 issued last month by the Department of the Environment said the Act had been misinterpreted in the past and councillors were no longer considered eligible for attendance allowances.

"The fact that the DOE gave one opinion seven years ago and now, the same law, has given the opposite opinion suggests that the matter must be in profound doubt," said Mr Jack Springett, education officer of the Association of Metropolitan Authorities.

The AMA, which represents 36 big towns and cities running education services, is seeking counsel's opinion on the latest circular and, alongside the Association of County Councils, is disputing the matter at officer level.

Both associations say that as a result of the circular some councils have halted payments while others have continued regardless. Government circulars are not legally binding.

The AMA and ACC would welcome a new approach to compensation for school governors, particularly since it would avoid the unfairness of the present system whereby elected councillors receive something and the rest nothing.

It is understood that a travel and subsistence allowance, claimable by all school governors, was first suggested by the DES last summer in talks with the local authorities. The Taylor Report three years earlier had called for some compensation to be introduced.

The associations expressed approval of the plan last year. Now the DOE has indicated – in private – that the DES will pursue the idea through legislation as soon as there is an opportunity.

Head considers legal action over claims of beating

by Richard Garner

The headteacher of an Essex school is considering taking legal action over a claim by a pressure group that his school has the worst corporal punishment record in Britain.

Mr Roger Cryer, head of Elmbridge, a maintained boarding school in Ongar, in Essex, said: "I feel I must. I shall be consulting with Essex County Council to see whether I or they should take some action. Since I took over as head of this school last year, only one boy has been caned."

Figures supplied to the Society of Teachers Opposed to Physical Punishment showed that a school of the same name, Elmbridge school in Cranleigh, Surrey – also a boarding school maintained by Essex County Council but which has now closed down – had recorded a total of 566 canings between September 1979 and July 1980 on just 200 boys.

Their press release says: "Elmbridge, although maintained by Essex, was sited at Cranleigh until recently but has now moved to Ongar, where it has amalgamated with another school."

However, both Mr Cryer and Essex County Council say that Elmbridge at Ongar is a new school – borne out of a reorganization of the county's boarding school facilities.

In its press release, STOPP revealed that it had written to Mr Mark Carlisle, the Education Secretary, asking for an inquiry into the corporal punishment record at Elmbridge.

Caning record at Merseyside school criticized

A Merseyside comprehensive's record of corporal punishment is strongly criticized in two confidential reports, it was revealed this week.

Some teachers at the school are "antagonistic" towards their pupils, says one report.

The school, Litherland High School in Sefton, first became the subject of controversy when Mr Alan Corkish, a teacher, leaked details of its corporal punishment record to the Society of Teachers Opposed to Physical Punishment. A total of 1,895 beatings had taken place at the school over a period of four terms according to the records.

An outcry followed, and senior education officials in Sefton carried out their own investigation into the running of the school. It was also revealed that the school had been the subject of an HMI report just before the corporal punishment record was made public.

Both reports criticize the frequency of corporal punishment. However, Mr Keith Robinson, the chief education officer, said this week that punishment procedures at the school had been changed – the use of the slipper had been banned and caning occurred "only rarely".

The education officers' report said that the school had a high suspension rate for pupils, too readily resorted to serious sanctions, such as corporal punishment, and that teacher absenteeism was much higher than in other schools in the area.

"In Spring term, 1981, a total of 64 pupils were suspended, 28 of these suspensions being for a period in excess of five school days," it added. "These pupils who are suspended from school are those who are already disaffected and for whom exclusion is not a punishment.

"The reason given for the exclusion of one pupil was that he had truanted from lessons thus, in effect, giving official approval for the offence which the pupil had committed".

The HMI report says: "The school must seriously consider its attitudes towards sanctions since there are over 180 records of corporal punishment being administered to boys in years two to five between the beginning of term and the time of the inspection, ie in two months.

"More effective and positive ways of maintaining order and of developing the pupils' capacity and will to behave with responsibility and self-control must be sought by all the staff so that a disciplined, cooperative and caring community may evolve."

Mr Robinson said that STOPP – to which the two reports had been leaked – had been "highly selective" in their quotes from them, adding that the HMI report had praised several aspects of the school. He said that the education officers' report – by its remit to investigate what was wrong at the school – had ignored what was good and right.

He accused STOPP of "waging a continuing campaign designed to malign the school" and added that the teacher absenteeism was a "reflection of morale" after repeated attacks. "The majority are very caring, hard-working people," he added.

Mr Eric Colley, who is to retire as headteacher in December, refused to comment on the report.

Let 15-year-olds go to college, say officials

A report just published says that 15-year-olds should be able to leave school to attend a further education college full-time.

At present, it says, local authorities turn a "Nelsonian eye" to the presence of pupils under 16 in tertiary colleges, or else retain them on the register of their schools while they are actually attending the college. But these irregular practices should be made legal.

The report, which has been previewed in *The TES*, is called *The Legal Basis of Further Education* and has been produced by a joint group of central and local government officials. The Government will now consult on its findings before producing its own legislative proposals.

It says that no fees should be charged for non-advanced courses for home students over compulsory school age who begin courses before their nineteenth birthday. This has been accepted practice in the past but some authorities are now departing from it under pressure of cuts.

Broadly, the report proposes the scrapping of present FE law and its replacement with a new legal framework. This would give each local education authority a duty to provide a suitable place for all 16–19-year-olds education but would not give the individual the right to insist on whether the place should be in school or in college. L.e.a.s would automatically be able to recoup the tuition costs of FE students from a neighbouring authority.

Members of the group could not agree on whether the duty should extend to those over 19. That will be decided after consultation.

For handicapped young people who had been the subject of a statement under the new Special Education Bill while at school, the authority would be obliged to take account of its contents when providing a place for them. It would also be required to review their needs annually.

The new provisions requiring l.e.a.s to make information on schools available should be extended to further education, says the report.

Union invitation causes a stir

A row has broken out in Gwent over the decision by the National Union of Teachers to invite Mrs Shirley Williams to address a course for teachers at Caerleon, near Newport, next month.

Mr Roy Hughes, Labour MP for Newport, today called for a re-think "even at this late stage".

He added: "Surely, there are plenty of able Labour Party spokesmen available to take her place."

"Gwent is a county which is overwhelmingly Labour and at the recent county council elections, all other parties were just about annihilated," Mr Hughes added.

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The Code is used by the Advertising Standards Authority whose job it is to protect the public from unacceptable advertising. (To help us interpret and develop the Code, we have recently carried out research into children's reactions to advertisements.)

Amongst other things, the ASA responds to consumers' complaints, and this briefly is the way the system works. Members of the public can write to us to complain about any advertisement they find unacceptable. If, after investigation, we find the advertisement contravenes the Code, we instruct the advertiser to amend or withdraw the advertisement.

Appendix B Children

General
1.1 Direct appeals or exhortations to buy should not be made to children unless the product advertised is one likely to be of interest to them which they could reasonably be expected to afford for themselves.
1.2 Advertisements should not encourage children to make themselves a nuisance to their parents, or anyone else, with the aim of persuading them to buy an advertised product.
1.3 No advertisement should cause children to believe that they will be inferior to other children, or unpopular with them, if they do not buy a particular product, or have it bought for them.
1.4 No advertisement for a commercial product should suggest to children that, if they do not buy it or encourage others to do so, they will be failing in their duty or lacking in loyalty.
1.5 Advertisements addressed to children should make it easy for a child to judge the true size of a product (preferably by showing it in relation to some common object) and should take care to avoid any confusion between the characteristics of real-life articles and toy copies of them.
1.6 Where the results obtainable by the use of a product are shown, these should not exaggerate what is attainable by an ordinary child.
1.7 Advertisements addressed to children should where ever possible give the price of the advertised product.

Safety
2.1 No advertisement, particularly for a collecting scheme, should encourage children to enter strange places or to converse with strangers in an effort to collect coupons, wrappers, labels or the like.
2.2 Children should not appear to be unattended in street scenes unless they are obviously old enough to be responsible for their own safety; should not be shown playing in the road, unless it is clearly shown to be a play-street or other safe area; should not be shown stepping carelessly off the pavement or crossing the road without due care; in busy street scenes should be seen to use the zebra crossings when crossing the road; and should be otherwise seen in general, as pedestrians or cyclists, to behave in accordance with the Highway Code.

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always have
the scene.

If you would like to know more about the Code on advertisements addressed to children, or about us, or if you have any cause to complain about an advertisement, we'd like to hear from you.

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Centre of excellence: Chelsea College centre for science and maths education

Chelsea College faces 'phasing out'. Biddy Passmore reports

Slurred, shamed, sentenced

There is a security guard at the gates of the huge Marjohn site of Chelsea College, London University. Wags say he is there to keep out Lord Annan, the university's vice-chancellor, and Sir Peter Swinnerton-Dyer.

Sir Peter, vice chancellor of Cambridge, is the chairman of the University Committee on Academic Organization, a body set up by Lord Annan to find ways of pruning London's 16 non-medical schools in the face of a grim decline in funds. His committee's second report, published a month ago, had worrying things to say about five of the colleges. But it reserved its harshest criticism for Chelsea College.

It said: "Chelsea is highly regarded in some areas – for example science education, nursing, and history and philosophy of science – and these groups should be preserved. But we are not confident that the same can be said of the rest of Chelsea. We recommend that there should be a peer review of all the departments at Chelsea, except the three we have named above, with a view to phasing out those which do not come up to the standard of the rest of the university. This might leave a coherent school, though probably one that would fit onto a single site . . . But if the departments which survived this review were no longer enough to constitute an independent school, then it would be necessary to incorporate each of them into another school of the university. (For each of the three we have named, we can see at least one plausible new host) . . ."

Staff and students at the college are angry at these slurs. Dr Charles Phelps, the principal, has called the document "vicious" and "cretinous" and has written a tart letter to Lord Annan urging him to take no notice of it when it comes to sharing out next year's grant. He has also confronted the vice-chancellor in person about an estimated loss of £1m in research grants for Chelsea since the report was published.

The students' union, meanwhile, has written to Sir Peter: "If we have been examined, we have been examined very cursorily", said Mr Jake Kirkwood, union president.

That is what really galls the college: the speed and – in its eyes – superficiality of the judgments reached by Swinnerton-Dyer. "Observations off the top of their heads", commented Lord Wolfenden, president of the college, this week.

The committee's report admits quite openly that it did not have time to embark on the best method of assessing research excellence: peer review, which means asking a few experts for their assessment of a person or department. It was thus forced to rely on "the general reputation of departments and the individual judgment of members of the committee".

But that, says Dr Phelps, does not justify the brief nature of the committee's inquiries: a 40 minute interview between two committee members and the college's acting principal, followed by a 40 minute high-speed visit to the Marjohn site.

"They saw nothing of the life and work of the departments inside this college", Dr Phelps complains. And his own meeting with the committee in May this year, must have come far too late, he feels.

College staff do not dispute that the three areas singled out for praise by Swinnerton-Dyer are jewels in the college's crown. Two of them – science education and nursing – had already been praised by the University Grants Committee when it visited the college in 1978. They do feel, however, that other departments of an equally high standard have simply been ignored.

What about electronics, where a professor from the world-famous Massachusetts Institute of Technology was recently appointed to a chair? What about pharmacy, where there are 12 applications per place? And what about the fact that Chelsea is the university's second largest provider of part-time education, thought to be a vital area in Birkbeck's case yet ignored in Chelsea's?

More important, they feel that Swinnerton-Dyer has failed to recognize that the college is a close-knit structure.

Professor Paul Black, head of the famous centre for science and mathematics education, puts it like this: "It's not an accident that this is a splendid place. Maths and science education, history and philosophy of science, nursing – these are all new developments initiated by Chelsea College. Others could have done it and they didn't. What's proposed is that those who fathered us can be got rid of and we can be stuck somewhere else."

Professor Black knows that his centre will not die. It specializes in areas of education popular with this Government and where there is a national shortage of teachers.

About three-quarters of the £1¼m in research funds the centre has won over the last five years have come from the Government. It does all the nationwide monitoring of 11 and 13-year-olds in science on behalf of the Assessment of Performance Unit. It has a big programme on computer-assisted learning. "Even if the university did decide to close us down, the DES wouldn't let them!", says Professor Black.

But where could it be moved to? It is generally agreed among college staff that the centre's "plausible new host" must be the Institute of Education. Professor Black would not comment on that possibility but he did say that there must be three conditions attached to any "grafting on": the centre must stay self-contained, so that it could give priority to maths and science; it must have strong academic links with other disciplines outside education, particularly, but not exclusively, science and maths; and it must join a school where it would be a welcome and valued part of the total institution.

That seems to rule out the Institute of Education – and almost every other college but Chelsea.

Chelsea is now asking for a rerun of the whole rationalization exercise, with a proper peer review of *all* the university schools. Failing that, Dr Phelps would prefer to see an across-the-board cut of 15 per cent to the implementation of Swinnerton-Dyer's recommendations.

"We could cope with a 15 per cent cut", he says. "We have looked very hard at ways we could save, through building rationalization and early retirement plans, where our age structure is favourable. And that's merely staunching the money flow – we could also earn money."

Five under threat

A question mark now hangs over the future of five of London University's colleges after the publication last month of the second "discussion document" from the Swinnerton-Dyer Committee on Academic Organization. They are Bedford, Westfield, Royal Holloway, Queen Elizabeth and Chelsea. The fate of three others – the School of Pharmacy, the Institute of Education and Wye College – will be discussed in the committee' final report in the autumn.

The committee, originally set up to examine ways of coping with a drastic fall in the number of overseas students – has had to accelerate its work to respond to the latest government cut of 8 per cent in university income by 1983-84.

As the university awaits notification of its grant and future student numbers from the University Grants Committee, it is still torn over the comments and recommendations in the Swinnerton-Dyer report. The University Court must make the same decision for London as the UGC has done for the country: whether to cut selectively as Swinnerton-Dyer recommends, or to implement an across the board cut.

At present, it looks as though selective cuts – with an end to teaching on at least one major site – will be implemented. But there have been many criticisms of the Swinnerton-Dyer report, chiefly for the bias in its membership towards the largest colleges.

Government cash limits expected to hinder cost of living pay rises

by Richard Garner

Negotiations for a cost of living pay rise for more than 100,000 teachers living in and around London may run into difficulties next month.

Local education authorities have warned that they cannot promise to pay the increases in the London allowance automatically this year – as they have done in the past.

The two sides will meet next month, armed with the latest figures from the *Employment Gazette* which are expected to show a 12 per cent rise in the cost of living in London.

At present, teachers receive £759 a year extra if they work in Inner London, £498 for outer London and £213 for the fringe areas in the Home Counties. A 12 per cent rise in allowances would cost just over £6¼m.

The local authorities have warned that they cannot afford to pay the full increase because of strict cash limits imposed by central government.

In the past, the allowance has always been updated to allow for increases unless pay policies have prevented this. Teachers' leaders are extremely reluctant to abandon this principle.

In previous years the claim has often gone to arbitration but now, under the rules governing teachers' pay negotiations, it can only be settled by arbitrators if both sides agree.

Meanwhile, broad agreement has been reached by the unions on the objectives they will seek from talks due to start in the autumn on restructuring teachers' pay.

Union representatives, meeting on Friday, agreed it was essential to win more promotion opportunities in schools to combat the stagnation in the profession brought about by falling rolls. In addition, they want to reduce the number of different groups on the pay scales for head teachers and their deputies.

The National Union of Teachers has put forward a plan for automatic progression through the pay scales from the lowest entry point – where teachers currently earn £4,653 a year – to the top of scale two, currently earning £8,208 a year. The National Association of Schoolmasters/Union of Women Teachers also favours automatic progression from the lowest point on scale to the bottom of scale two in five years.

New grammar book ready by 1982

A new English grammar primarily for use in schools is being sponsored by the English Association and will be ready by early next year.

This was reported by Professor Ted Dorsch, the association's chairman, at the annual general meeting in St Ermin's Hotel, London, on Saturday.

The grammar has been edited by Professor Geoffrey Leech of Lancaster University.

There is a growing need for such a work, an association spokesman said, to meet the reviving interest in English grammar after "a period of neglect."

Working present for the wedding

Greatr Manchester council will fund engineering apprenticeships for three unemployed teenagers as a wedding present for Prince Charles and Lady Diana Spencer.

The Association of County Councils is sending a specially designed tea service, said to cost £1000, to the Royal couple.

Plea to Lords over rights of parents

The Advisory Centre for Education is calling for more rights for parents of handicapped children.

The pressure group has appealed to the House of Lords to amend the special education Bill, based on the Warnock report's recommendations for educating the handicapped. The Bill came before the Lords this week.

ACE wants parental access to records and reports and the right to challenge inaccuracies in them and a better appeals system for parents.

World citizenship exhibition opens

An exhibition about the work of the Council for Education in World Citizenship opened this week in the foyer of the TUC's Congress House in Great Russell Street, London. It will remain open until July 10 on Mondays to Fridays from 9.30am until 5.30pm.

Tour licence plan is rejected

The Government has rejected a request to provide greater protection for schools in the event of tour travel operators collapsing and throwing holidays into jeopardy.

The National Association of Head Teachers had urged Mrs Judy Oppenheim, Minister for Consumer Affairs, to set up a licensing system for tour operators and compel them to take out insurance against financial collapse.

Their request had followed the official winding up of the Luton-based firm of Draper Travel Services Ltd and the investigation by the Official Receiver into its affairs and those of its two subsidiaries, School Quest and Draper School Travel Services.

In her reply, Mrs Oppenheim states: "On the evidence to hand, I am not convinced that there is a case for further government intervention in this field." She says, however, that she sympathizes with the children who lost their holidays because of the collapse.

Mrs Oppenheim says that the Association of British Travel Agents, which guarantees financial security, is "perfectly capable of dealing with school parties of any size and that many of their retail agents are prepared to negotiate arrangements with schools in their local area."

Mr David Hart, general secretary of the NAHT, has now written back to Mrs Oppenheim, saying he is "far from convinced" that present cover arrangements are adequate.

He urges the Government to consider the licensing scheme idea again, adding: "The lack of such an alternative form of protection must mean that the travel industry is moving inexorably towards a monopoly position where only ABTA-registered organizations can operate and then only under ABTA-determined procedures with the inherent risk of cartel arrangements, etc.

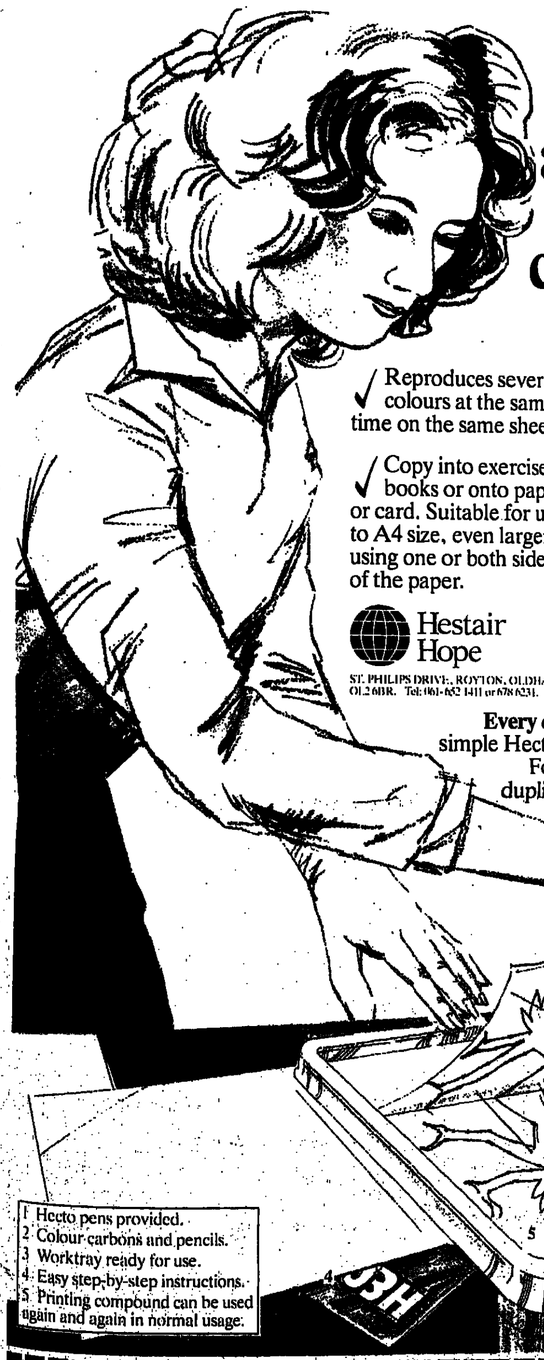
New course for training of handicapped

Manchester University has launched a new course to meet the crucial need for training staff to help handicapped people – the first course in the country.

The two-year course – announced appropriately in Mental Handicap Week – is based in Stockport College of Technology and will lead to a certicate in the Further Education and Training of Mentally Handicapped People. It will be validated by Manchester University.

It will begin in the autumn this year. Professor Peter Mittler, director of the Hester Adrian Research Centre at the university, hopes the new course will make a real contribution to the International Year of Disabled People.

Details can be obtained from Ms Janet Sharrocks, Head of the Department of Applied Social Sciences, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ.



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Diane Spencer looks at three studies of ethnic minorities

Rampton's missing links?

The Rampton Committee, which published its interim report on the education of ethnic minority children last week, appears to have ignored evidence from a major survey of research it commissioned from the National Foundation for Educational Research.

This included research by the National Children's Bureau on the home background of West Indian and Asian children; but the committee claimed it needed more evidence before it drew firm conclusions on the importance of the home in underachievement.

It also seemed unaware of the work of Mr Peter Green from Durham University who has just completed a four year project which provided empirical instead of anecdotal evidence of the effect of teachers' racial attitudes on pupils' image of themselves.

The NFER report shows there is little direct evidence of the effect of racism, teacher attitudes or the curriculum on the school performance of West Indian pupils.

Yet the committee's report listed these as the main factors in underachievement.

The foundation's report by Miss Monica Taylor, a research officer, covers the relevant research over the last 15 years. Its 300 pages cover hundreds of projects.

It found an overwhelming consensus that West Indian children did badly at school compared to Asian and white children. They performed less well on measures of IQ and verbal and non-verbal reasoning tests and they were more likely to be found in the lower streams of ordinary schools and disproportionately in schools for the mildly retarded.

The report found an exceedingly complex picture emerging from the research "with minor inconsistencies and more important ambiguities and even contradictions at every turn."

Much of it was too restricted, covered too short a period and suffered from inadequate background details. It found little direct evidence to show the significance of the climate of race relations as a factor as this had not been seen as a sufficiently important variable in most research projects.

How race blurs the self-image

Evidence to show that teachers' racial attitudes adversely affect the image ethnic minority pupils have of themselves was given to a conference in Cambridge this week.

"Children appear to return a more positive self-concept score when they are taught by 'highly tolerant teachers'," claimed Mr Peter Green, deputy principal of St Hild and St Bede College, Durham University. "This was some empirical evidence sadly lacking from the Rampton Report".

In his four year study which has yet to be published, he also found that teachers as a whole are less racist than the rest of the population.

The study involved six primary and secondary schools from two education authorities with Asian and West Indian pupils forming a quarter of the school population.

The sample consisted of 70 teachers, 28 men and 42 women, 1814 children aged between eight and 13 with 940 white, 449 Asian and 425 West Indian. All the teachers were white British nationals.

Instead of using the word "racist" he preferred to describe teachers as "ethnocentric" which he defines as a "tendency to consider the characteristics and attitudes of ethnic groups other than one's own to be inferior."

He concentrated his study on 12 teachers who proved to have the highest and lowest level of "E" (ethnocentric) scores. Then he used a schedule of 10 different interreactions between teachers and pupils which included observing the amount of time spent on different teaching styles, how much was spent on asking questions and criticising or praising pupils.

He then tested pupils' level of "self concept" using three scales – the Bledsoe self-concept scale, the Coopersmith self-esteem inventory, and the Waetjen self-concept as a learner scale.

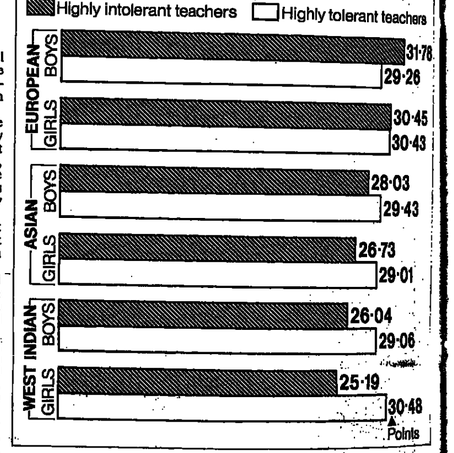
He discovered that "highly intolerant teachers" spent more time generally in the classroom on white boys with Asian boys commanding almost as much of his attention. White and West Indian girls fared slightly less well than Asian girls and West Indian boys got least time.

With "highly tolerant teachers" West Indian boys got the most time followed by Asian boys, then Asian girls and West Indian girls. White boys and girls got the least time.

Mr Green discovered that there was little statistical difference in the pupils' self concept when they were taught by "highly tolerant teachers".

Self concept levels

How children regard themselves when taught by tolerant and intolerant teachers



Research links poverty and poor results among black youth

Both first and second generation West Indian children have poorer home circumstances than white children and they are less successful at school, according to two studies by the National Children's Bureau.

The research, taken from the National Development Study of 16,000 children born in one week of March, 1958, also showed a marked improvement between the first and second generations of Asian children in school performance and conditions at home.

The research looked at family composition, housing, employment, and financial conditions. Although the data is taken from a national sample, the NCB points out that the findings are not representative of all immigrant families, only those with a 16-year-old in the family.

Compared with the white population, both first and second generation West Indians had a bigger proportion of large families or households, a higher proportion of one-parent families and a much higher percentage living in crowded conditions. More fathers had manual jobs and said they felt seriously troubled by financial hardship. More black children were on free school meals. But both black and white groups had similar proportions of working mothers.

The first generation group of Asian was characterized by a bigger proportion of large families and households than white, a very high proportion in crowded conditions, and a smaller proportion of working mothers.

But they were similar to white families in having the same proportion of one-parent families; distribution of income and non-manual jobs. Compared with whites, they more often owned their own homes, but where they did rent, more lived in private accommodation while less lived in council flats and houses.

The second generation came closer to the white population in family size and proportion of working mothers. But they were more likely to own their homes, have non-manual jobs and have higher incomes although a similar proportion got free school meals and had financial worries.

In its study of the school performance of immigrants, the NCB discovered that first generation Asians and West Indians had lower test scores in reading and mathematics than white children. Among the second generation, only West Indians had lower scores.

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SPECIAL OFFER

Sixth forms praised for pastoral care

by Richard Garner

There should be no compulsory break with schools at the age of 16, according to a new research project published this week by the Centre for Policy Studies – the "think-tank" founded by Mrs Margaret Thatcher and Sir Keith Joseph.

The study, *Crisis in the Sixth Form* by Mr Fred Naylor, a former sixth-form curriculum and examinations officer with the Schools Council, says an enforced break "will have an adverse effect on the high academic standards with which our sixth forms have traditionally been associated".

It adds that a break for all pupils would also create greater permissiveness and therefore be opposed by parents. It says that pupils would be exposed to greater political influences.

Such a change, adds the study, would open up "the already serious gap between generations, which is appearing both in families and in schools" and would foster the climate of permissiveness which is following in the wake of calls for more 'freedom'.

"The issue of increasing permissiveness is certainly a much wider one than that of sixth-form colleges but the argument for sixth-form colleges is often based on the need to give more 'freedom' to 16-to-18-year-olds and to treat them like adults."

It warns that in the United States – which has such a system – "the number of students killed as a result of violence in the classrooms and on the campuses of their schools during three years' studied exceeded the number of US soldiers killed in combat throughout the first three years of the Vietnam war", and adds: "We must avoid thrusting adulthood on our young people before they are ready for it."

On the question of politics, it says pupils would be subjected to the "politicization of student life that would almost inevitably occur under the influence of politically-motivated student unions".

The report adds: "The situation would be exacerbated by the dominant position held by a single teachers' unin, NATFHE, in the FE sector, particularly in view of the explicit political role of this union and its policy towards the closed shop."

Mr Naylor rejects the argument that falling school rolls will diminish the number of youngsters staying on at school into the sixth form – quoting evidence which shows that families in the top social brackets are now producing more children.

The statistics, from the Office of Population Censuses and Surveys, show that between 1970 and 1978 the number of legitimate births in classes one and two – the professional, managerial and supervisory occupations where children would normally be expected to stay on into the sixth form – has increased from 148,000 to 151,000.

The report recommends that selective schools which have no problem with the viability of their sixth forms should be protected as a first priority and that there should be no compulsory break at 16 while comprehensive schools with viable sixth-forms should be retained.

It comes out in favour of groups of schools cooperating to share sixth-form facilities and establishing what it terms as "mushroom" sixth-forms in one or more schools with viable sixth-forms, so that sixth-formers from other schools could transfer to them.

In addition, it suggests that some schools should take on a "special profile" in the comprehensive system and provide a narrower curriculum – thus increasing their viability. "We are impressed by recent developments in the USSR along these lines," it adds. "These schools represent a triumph of common sense in assessing the national interest over egalitarian or socialist dogma."

Courses are underused, says report

Industry in the East Midlands is not making full use of computer education and training courses at local colleges, according to a report from the area's regional advisory council.

A working party, chaired by Professor D. E. Conway of Leicester Polytechnic, surveyed 16 local firms that employed at least 40 people in computing. They found that fewer than one per cent of the 2,500 systems analysts, programmers and other employees in these firms were given time off to study at a further education college.

Most firms preferred to train their employees on their own equipment and only turned to the colleges to provide courses for small numbers at intermittent times.

To get round this, the report recommends that local authorities in the area set up a specialist short course unit for computer education to serve the whole region. The unit would be able to arrange courses much more directly geared to the needs of employers rather than the demands of students.

The report also recommends that the recruitment of support staff should be a main priority.

Teachers shy away from big home loans

Teachers tend to save a larger percentage towards the cost of their home than people in most other walks of life, according to a survey by a building society.

The average teacher's home costs just under £25,000 and is purchased with the help of a £14,000 mortgage, according to the survey – carried out by the Provincial Building Society – of people who had taken out a mortgage with them during the past year.

This places the teacher twenty-eighth in a league table of 38 occupations showing the average percentage mortgage advance given to each profession. Members of the police force borrow the largest percentage, while company directors borrow the least.

The survey also showed that lecturers go for more expensive homes

Two new colleges to open in N. Ireland

by Paul McGill

Two brand new colleges are likely to open in Northern Ireland before the end of the year: a marked contrast to gloomy forecasts of hundreds of closures in the statutory sector.

The All Children Together Movement has announced details of the religiously integrated all-ability secondary school called the Lagan College which it intends running from September on the southern edges of Belfast.

The school, whose first head is Mrs Sheila Greenfield, says in a prospectus that the curriculum will stress what the two Northern Ireland communities have in common rather than what divides them.

The Lagan College will be run by a limited company of which all parents, full-time teachers and All Children Together trustees will be voting members. In 1983-84 it will seek voluntary status but until then it will have to support itself without any state contribution. Fees for the first year will be £600 and all parents will be expected to make some other contribution to the school in the form of unpaid work. Parents who cannot afford the fees may have children admitted for as little as £25 while people who cannot afford that can apply for bursaries.

The other new project is the Ulster Peoples College which has just received news of a grant of £75,000 from the Nuffield Foundation to buy, renovate and equip a building. Northern Ireland has no adult residential centre and no equivalent of Ruskin or the Northern college. The steering committee hopes to fill this need with an institution which will provide facilities for study research and meetings and also take on the political role of acting as a focus for trade unions, community groups and womens organizations involved in problems like poor housing, unemployment, poverty and the local troubles.

The Ulster Peoples College Association, which will run the centre, spans all political and religious beliefs and it wants the college to bring together the many organizations which already bridge the community divide. Until recently it regarded the idea as 'an exciting but difficult challenge' but the members are now openly jubilant at the Nuffield grant not only because it will provide premises but because it gives them a standing which makes it easier to get money for staff and running costs from other charities. As a result the association hopes to appoint a development officer soon and it is already hunting for suitable base.

Royal approval

A scheme which has helped employ 250 teachers who would otherwise have been without a job and taught thousands of children about the environment has been given the royal seal of approval.

The Environmental Education Projects, pioneered by the "Keep Wales Tidy" group and now extended to regions of northern England, have been given the top award in the Queen Mother's eightieth birthday awards – a trophy which was presented to the "Keep Britain Tidy" campaign by the Queen Mother last Tuesday.

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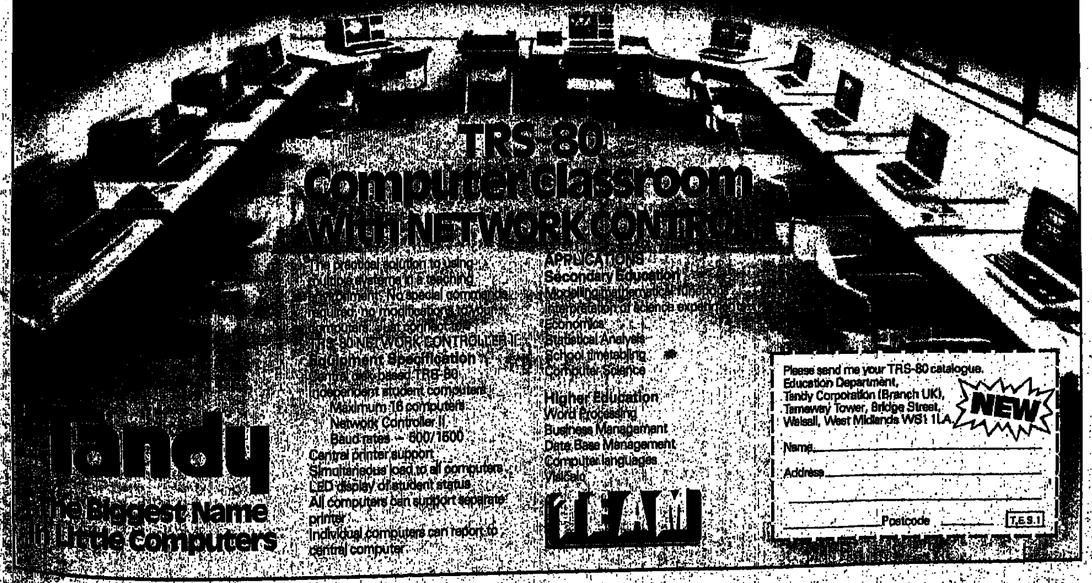

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Race group says Reading's minorities end up in weak schools

Policy of 'inequality'

by Diane Spencer

Reading, in Berkshire, is suffering from a massively unequal and discriminatory education system, according to a report by the local community relations council.

The report calls for a change in the way children are allocated to secondary schools because, it claims, the present system is unfair.

The report, as yet unpublished, reveals that in 1980, 50 per cent of Asian children and 40 per cent of West Indian children needed remedial help at 11-plus, and 75 per cent of both groups were below the national average on transfer to Reading comprehensive schools.

Because of a zoning system set up in 1978, these children are distributed into weak schools affected by falling rolls.

Out of the 17 schools in the greater Reading area, 12 are near or above the national average of attainment and five are below. Eighty per cent of Asian children, 51 per cent of West Indian children and 20 per cent of white children are located in the five weak schools.

Only one of the eight comprehensives in the former town boundary had an intake in 1979 which reached the national average, two were well below and three were substantially below.

But in the area immediately surrounding the old city boundary none of the seven comprehensives fell below the national average, and most of the others were substantially above it. The old boundary has been adhered to by the authority despite the town's merger with Berkshire under local government reorganization in 1974.

Ethnic minority pupils are concentrated mainly in the schools which have the lowest attainment profiles although there is no evidence to show their presence contributes to this. The Reading Council for Racial Equality claims that this concentration is not accidental, but the result of deliberate policies and action by the county council.

A controversial zoning scheme, introduced in 1978, caused such an uproar that it was modified but not before the Commission for Racial Equality began its first formal investigation of an education authority following allegations of discrimination.

The commission's report has yet to be published but its main finding that discrimination was "not proven" was reported in *The TES* last week.

The Reading CRE's report re-examines a report published by a working party of head teachers in April 1980 on the outcome of the new zoning scheme and transfer arrangements to secondary schools which came into effect in 1979. It also updates the heads' figures for the 1980 intake.

The head's report appeared to pre-empt the CRE's investigation. The authority interpreted the head-teachers' report as having refuted allegations that ethnic minorities were disadvantaged by the town's allocation system. The report recommended that the authority should continue with the 1978 scheme in the interests of stability.

But upon closer examination of the head teachers' evidence, the RCRE discovered it had unwittingly revealed the alarming state of schools in the town with major deficiencies in educational standards and enormous contrasts between schools.

The RCRE says these facts cannot simply be explained by social disadvantage and urban deprivation. A recent survey of local authorities by the Office of Population Census showed that Reading, along with Cheltenham, York and Brighton are the towns that deviate least from the national average of a set of 40 census variables.

The report recommends:

- a detailed examination of primary schools
- more funds for the English language centre, and primary schools with remedial children
- monitoring the progress of children throughout their school career.
- implementation of a comprehensive system with a proper spread of ability

Mr Peter Edwards, Berkshire's director of education, said this week that he had discussed the report with the RCRE but "we are waiting for the objective report from the CRE in London before I make any comment on it."

Mr Geoffrey Lockwood, registrar and secretary of Sussex University, signs his own degree certificate in preparation for next month's graduation ceremony, at which he will be awarded a PhD for a thesis on the management of universities. Under the university's Royal Charter, he is the only person authorised to sign the certificate.

Block grant proves its worth, says finance chief

by Sarah Bayliss

Whitehall's method for assessing how much each local authority needs to spend on education – so grants can be distributed according to measured needs – is being refined but "is here to stay", said a top finance official last week.

Addressing a seminar of about 50 local government officers on the block grant and its implications for education, Mr Richard Jameson, accountant general and head of finance branch at the Department of Education, said the grant related expenditure assessments (GREs) for education authorities had already proved reasonably accurate on one count, but they were being improved.

Speaking at the Institute of Local Government Studies (INLOGOV) at the University of Birmingham, Mr Jameson said that in theory education GREs should add up to the Government's total planned level of spending in the White Paper.

In practice, recent figures had shown that authorities were indeed planning to spend only slightly more than the GREs and White Paper total.

The shire counties – for whom educaion is the dominant service – planned to spend less than 1 per cent over their combined GREs; metropolitan districts were about 5 per cent over and the London boroughs were 10 per cent over.

"It does not seem that the introduction of the new grant system has seriously changed the important relationship between central government plans and local government performance," he said.

About £8000m was allocated to education on the basis of numbers of children in each authority. But between £40m and £60m was distributed according to special circumstances and to a handful of authorities this distribution was very important.

The Grants Working Group – made up of local and central government officials – was responsible for discussing changes in the GRE but the Government would make the final decisions in the autumn.

Some factors were under special scrutiny. For example the current GREs took no account of the real size of debt charges. Only an average cost of debts had been calculated with an amount per pupil allocated. But councils whose pupil numbers had recently grown and which had built new schools, faced enormous debt charges.

In assessing the need to spend on primary and secondary education, a number of special factors had been identified which accrued more grant.

The Inner London Education Authority and Norfolk County Council were at two extremes, and understandably so, given their very different populations.

The ILEA wanted heavier weighting for its special problems – such as the high proportion of black children and children receiving free school meals. "Norfolk doesn't have many identifiable special needs children but through its rural nature and low income levels it clearly has problems."

Mr Roy Harding, chief education officer for Buckinghamshire made a special plea for more research and described some of the problems in GREs.

The head count of school pupils was not as simple as it appeared. The Government had used figures that were two years old by the time grant was allocated. This helped cushion the effect of falling rolls.

But in parts of Buckinghamshire, pupils numbers were rising and the two year time lag meant a lower grant.

Challenge to Carlisle's ruling

by Richard Garner

Parents in Northamptonshire have challenged Mr Mark Carlisle, the Education Secretary, over his ruling that the county council had not broken the law by not providing adequate resources for its schools.

After taking legal advice, the Northamptonshire Association of Parents have written to Mr Carlisle saying they "cannot accept" his judgement that the local education authority was not in breach of the law, as set out in Section eight of the 1944 Education Act.

They say that evidence from the county council has confirmed the major part of their claims – in particular that parents were being asked to pay for essential equipment.

In the circumstances, they believe there is no justification for any delay to their complaint under section 68 of the Act that fees are being charged for education provided in the schools. Mr Carlisle says he is still considering this.

The association says it has been given legal advice which suggests that Mr Carlisle must give reasons for his decision. In a letter to him, signed by their spokesman, Dr Colin Rourke, the association asks: "Do you regard it as sufficient to consult solely with the object of the complaint, in this case the Northamptonshire education authority?"

In his reply, Mr Carlisle told the parents he would not consider the claim that the authority was acting unreasonably under the Act unless he was satisfied that the l.e.a. was not in breach of its duties under section eighty.

Hesletine blamed for rises

Mr Michael Heseltine, the Environment Secretary, is directly responsible for some steep rate rises, according to Professor John Stewart, the director of INLOGOV.

Many authorities had increased rates to protect themselves against the minister's threats to take away grant support from so-called "overspenders" and would continue to do so. "If you create uncertainty then you produce irresponsibility," Professor Stewart said.

In January, when Mr Heseltine sent out a circular describing a new target for local government – with the implication that councils would lose grant if they overshot it – some county treasurers promptly recommended a higher rate increase for the spring budget, he told the seminar.

That target, which said spending in 1981-82 must be 5.6 per cent less than in 1978-79, was now being strictly applied by Whitehall and would produce supplementary rates. There was the additional threat that legislation to curb supplementary rates and subsequently to reform the whole rating system, was in the offing.

Describing the spiralling crisis in which local government found itself, Professor Stewart said Mr Heseltine had done what a politician should never do. He had made explicit demands on particular authorities and when they refused to toe the line he was deemed to have failed by the public and his cabinet colleagues. His measures would get more and more extreme.

● A draft version of the Green Paper on local government finance reform is already circulating in Whitehall. There are at least four alternatives to the present rating system, discussed in it: a local income tax, a sales tax, a poll tax and fourthly a centralized system of funding with all local government paid for by Whitehall and thereby very tightly controlled.

A poll tax – which would use electoral registers to charge each individual a set amount for local services, is said to be Mr Heseltine's favourite option. But the Home Office is opposed to this use of voting registers.

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Grammar school goes on market

The 189-year-old St Marylebone grammar school buildings in London are up for sale – with the proviso that the new owners must use them for a school or college.

After losing a lengthy battle to save the school in the Court of Appeal, governors and trustees have agreed a scheme whereby part of the proceeds from the sale will go to the Inner London Education Authority and the rest to a new educational trust fund to benefit schools and the education of young people in Westminster – particularly from the St Marylebone area.

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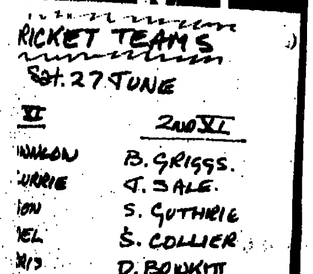

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School improvement work held up

Two local education authorities are unable to carry out improvement work on schools – one because of a cash crisis, the other because of a reshuffle plan awaiting a final decision.

Officials at Hereford and Worcester cannot afford to redecorate school classrooms for the rest of this century, because public spending cuts have slashed the maintenance programme.

And at Croydon in Surrey more than £19,000 of fire safety improvements in one school will not be made until a decision on closures from Mr Mark Carlisle, the Education Secretary.

Officials of the Hereford and Worcester County Council have warned that their problems stem from successive reductions in the education budget stretching over several years.

They say that the maintenance programme for the council's 420 schools, which are together valued at £356m, has been reduced to merely trying to keep the buildings weatherproof.

They also fear that some of the older buildings may become virtually unusable due to lack of maintenance and will have to be partially closed in the next four years.

At present it is estimated that outstanding essential repair work totals £7¾ million, yet the council has only £4½m earmarked this year for the whole of its education maintenance programme.

The problem has been caused by economies adopted by the council in an effort to keep within the Government's financial guidelines and to limit rates to inflation-only rises. In the past five years nearly £9 million has been axed from the annual education budget.

The economies show no sign of ending as the education department is being asked to bear a large part of a fresh £3 million county council cut caused by inflation and the "claw back" of a £1,600,000 government grant.

The reduction in school maintenance has been one of the major measures adopted to keep the pupil-teacher ratio intact.

"So far we have managed to keep all our school buildings going, but the staff responsible for our property say that the situation is getting rapidly worse and that some buildings may have to be partly closed within the next four years" said a county council spokesman. "Certainly more money will have to be found if the maintenance programme is to be improved, though it is difficult to see where it is to come from in the present circumstances."

In Croydon, fire prevention officers have listed more than £19,000-worth of improvements that need to be made at Ingrams High School for Boys.

Fire chiefs drew up the list after a routine inspection of the school, but Croydon's reconstruction sub-committee said they will not do anything until the council's reshuffle plan has been approved by Mr Carlisle.

The plan by Croydon's director of education includes closing seven secondary schools to cope with falling rolls.

The report to the education committee revealed that other schools in Croydon await fire precaution work.

Mr Hoare, headmaster of Ingrams School in Thornton Heath, said: "There is nothing to fear at all. We have alarms, extinguishers and an evacuation procedure. We have not had a fire here since I arrived in 1968."

He said the recommended work would be creating a second escape route linking classrooms with a door so there would be another exit in case anything did go wrong.

Also recommended was a stone staircase, making a second exit from a first floor handicraft workshop.

Mr Hoare expects the school reshuffle decision to be known by the end of the term.

Meanwhile pupils' parents and friends of John Newnham High School in Croydon – one of those threatened with closure – plan a protest march from the school on July 4.

'Lefties and softies' get warnings

by Richard Garner

Labour leaders of the Inner London Education Authority will be "pushing their luck" if they go ahead with plans to improve staffing standards in the classroom, a teachers' union leader warned this week.

Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, writing in his union's magazine, *The Schoolmaster and Career Teacher*, says: "Prodigality in public spending can be almost as dangerous to education as parsimony.

"The new lefties in London seem set on expanding its educational expenditure regardless of the fact that Mr Heseltine has cut off all central government grant. It is all very well to declare that 'the London situation demands an expansion of provision, not regression, and ... the proposals ... will require a growing rate of expenditure', but what about the unfortunate ratepayers of London?

"ILEA has a good record on its staffing policy – last year 1 to 17 in primaries and 1 to 14 in secondaries – but it is surely pushing its luck in declaring its intention to go on improving staffing standards while its rolls fall dramatically."

In his article, Mr Casey warns of the danger of either the "reactionary Right" or the "lunatic Left" running town halls, adding: "The education service badly needs protection from party-political domination. Whatever our own political orientation, we must resist those who would rule us with revolutionary socialist ethics or Tory traditionalist fixations. Education cannot flourish in a political climate of extreme fluctuations."

In a separate article, Mr Alan Poole, the union's president, urges local education authorities who have banned corporal punishment to "think again", citing the case of a police officer dismissed from the force for "boxing the ears" of a thoroughly detestable youngster".

"This is a situation which, I fear, is likely to occur too frequently in our classrooms in the future, if the 'softies' get their way and insist on abolishing the cane as a lawful means of maintaining order and respect among the younger generation," he adds.

Up and away: the Spirit of Truro – believed to be the first plane built by schoolboys – took to the air last week for its first official flight. The two-seater plane was built by Mr Denis Keam, head of design technology, and 80 pupils from Truro School in Cornwall. The plane cost £4000 to build and took three years to complete. The project was sponsored by BP Oil's Challenge to Youth Scheme and local companies.

Curriculum plans dangerous, say academics

by Bob Doe

The Government's suggestions about what all schools should teach have been attacked by a group of academics as "dangerous", "evasive", "utilitarian" and likely to impoverish the school curriculum.

A collection of critical essays on the Department of Education and Science paper, *The School Curriculum*, is about to be published by the University of London Institute of Education. Professor Denis Lawton, the institute's deputy director, says the most likely outcome of *The School Curriculum* is a narrow and impoverished curriculum.

"This is not only a complacent document but a backward-looking and dangerous document as well."

What was really required was a policy to protect the essential curriculum as school rolls fell. He warns that only the subjects specified in the Government's paper will survive and others might simply fade away.

Professor David Aspin of King's College, London, complains that the paper is "starkly utilitarian" and likely to devalue the arts.

Mr Alan Hornsey, head of the institute's language teaching department, asks why the Government has taken it for granted that modern languages had a key position in the curriculum and Professor Paul Black and Mr Jon Ogborn of Chelsea College say simply providing "more of the same kind of science" might do more harm than good.

Professor Bernard Crick of Birkbeck College and Mr Alex Porter, lecturer in political education at the institute, accuse the Government of evading the political education issue.

No Minister; a critique of the DES paper The School Curriculum, copies from Denis Baylis, Information Officer, University of London Institute of Education, 20 Bedford Way, London WC1. Price £1.50.

Union finds weakness in Schools Council

The Schools Council has never organized its curriculum development as effectively as its work on examinations, the National Union of Teachers has told the Trenaman inquiry into the workings and continued existence of the council.

"The Schools Council has never found a way of organizing an effective curriculum department," the union says in its written evidence. "The examinations department has secured considerable influence, while the curriculum development side appears to lack a cohesive structure."

The union wants the council's primary and secondary curriculum committees to take a bigger hand in council decisions and to be responsible for all working parties and projects within their respective sectors.

It also wants to see changes to the powerful finance and priorities committee which, it says, is heavily weighted in favour of the Department of Education and Science and local authorities.

"Many of the representatives lack the first-hand experience which enables them to grasp the details of projects and issues or relate financial expenditure to the curriculum and assessment needs of the schools."

The NUT has made it clear to Mrs Nancy Trenaman, who is carrying out the review for the Government, that it regards her appointment as a mistake. An internal review would have been more appropriate. "It is inexpedient for an outside body to attempt to intervene in the dynamic evolutionary development."

Degrees in robots: a British first

The Western world's first degree course in robots has been launched at Cranfield Institute of Technology in Bedfordshire.

The one-year course will be taught by the Cranfield Robotics and Automation Group (CRAG), which is rapidly becoming the main British centre for teaching and research in the use of robots in industry.

In brief

Unit for gifted to be closed

Nottinghamshire education committee has approved the closure of a special unit for gifted children, in spite of a 300-strong petition from parents.

Mr James Stone, director of education, has been asked to draw up plans for a phased closure of the unit, based at the George Spencer Comprehensive School at Stapleford, and staff are to be redeployed. Committee chairman Mr Fred Riddell described the unit as "socially divisive".

White collar union approves pay deal

Union leaders representing local government white collar workers are urging their members to accept a 7.5 per cent pay package.

Under the deal, the National and Local Government Officers' Association, which represents administrative staff in the education service, is recommending its members to accept pay increases of 7.3 per cent – with extra payments for those on lower pay scales, which brings the total cost of the package to 7.5 per cent.

The offer will be put to a meeting of delegates from the union in Central Hall, Westminster, on July 7.

Quirk appointed

Professor Randolph Quirk, the distinguished English scholar, has been appointed vice-chancellor of London University in succession to Lord Annan. He will hold the post for four years from September 1.

Professor Quirk, who is currently Quain Professor of English Language and Literature at University College, was born on the Isle of Man and attended Douglas High School. He studied at University College, London, where he has spent the whole of his university career, apart from six years as reader and then professor at Durham.

Cash for Welsh

Whitehall cash for Welsh language education projects has been increased by more than £¼ m to £794,000 for the present financial year. Several education authorities, academic institutions and organizations such as the Welsh Books Council already have been offered grants for 1981-82.

Mr Nicholas Edwards, MP, the Secretary of State for Wales, said the increase on last year's grant reflected the Government's practical commitment to the Welsh language.

Exchange value

The importance of education exchanges in bringing about better understanding with other nations was stressed by Mr Mark Carlisle, the Education Secretary, in London last week. He was opening the new premises of the Central Bureau for Educational Visits and Exchanges and the League for the Exchange of Commonwealth Teachers. Mr Carlisle said his own recent "education exchange" with the Mexican Education secretary had reinforced his belief in the value of international collaboration.

Methods of maths

A detailed analysis of the contents of the most widely-used junior maths schemes has been carried out by a teacher attached to Lancaster University to help other teachers make better use of these schemes. *Content analysis of three junior maths schemes* by Miss Margaret Cairns covers Alpha Mathematics, Mathematics for Schools Level 2 (Fletcher maths) and School Mathematics Project (SMP) 7 to 13. It can be obtained from the Centre for Educational Research and Development, University of Lancaster, LA1 4YL. Price £2.75.

Ambulance picture

The advanced emergency ambulance on show at the Royal College of Art School of Industrial Design – and photographed in last week's *TES* – was designed by Gary Ross. Our two other pictures were, unfortunately, transposed.

School to work

Training 'families' will foster new skills among young jobless

The blueprint for Britain's third learning system, intended to bridge academic education and industrial training, is being drawn up quickly. It is needed to make good the Government's promise of real vocational preparation for the young unemployed.

The plan is to offer Youth Opportunities Programme youngsters a one-year traineeship with specified learning objectives in place of the jumble of work experience and courses which have been thrown together to get them off the dole. This is the broad training for work which the Manpower Services Commission and the trade unions want for all school leaver. So far the Government has refused to agree to pay its share, but with signs that half of next year's leavers may be in the programme and more still in 1983, the gap between them will narrow.

Youngsters on traineeship will still be placed with employers or with organizations which at present provide some kind of work experience or training. But the aim will be to enable them to acquire a broad but clearly identified set of skills as a basis for work or specialised training and for coping with the adult world in general. The approach which is being worked out – first described in *The TES* three years ago, when it was being researched by the MSC's training services division – is to group occupations into broad "families" which have strong similarities so as to give youngsters a general foundation for working in any of the group of occupations it represents. This is practicable because the training will not seek primarily to equip the youngsters with "product skills" – the ability to carry out specific jobs like typing at set speeds or wiring up a telephone; instead it will emphasize "process skills" like listening, planning, teamwork, and problem-solving.

This approach has a good deal in common with some of the work-related courses now in use in schools and colleges for non-academic pupils, such as the City and Guilds foundation course, which seek to provide general education and basic skills through the study of one of a group of broad occupational fields. A list of 11 occupational training "families" intended to cover between them the needs of all trainees has now been worked out by the Institute of Manpower Studies at Sussex University, who have been given the job of preparing the traineeship proposals by the MSC. The director of the project is Mr Christopher Hayes, now an independent manpower consultant, who first put forward the idea of traineeship when he was deputy chief executive of the commission's training services division.

In his first report, Mr Hayes says that the most pressing task is the exploitation of some of the extensive experimentation which has been going on over the past few years. The institute is now working out ways in which the number and kind of training places in each locality can be identified and their potential contribution to the traineeship curriculum established. Mr Hayes says that while the scheme needs to be run locally with the full involvement of various community interests, getting a status for traineeship which will be accepted by employers and unions and be of value to young people does mean a national framework with some degree of central control over standards.

It is unlikely to rely altogether, if at all, on the traditional testing methods of education and industrial training, which are not designed to measure performance, says the institute, in types of skills and attitudes which are becoming increasingly important – especially in occupations affected by microprocessors.

Proposed 'families'

The occupational training families proposed for traineeship are:

Administrative, clerical, and office services ● Agriculture, horticulture, forestry, and fisheries ● Construction and extractive occupations ● Craft and design ● Electronic, electrical, and mechanical engineering ● Food preparation and service ● General manufacturing and processing ● Personal services and sales ● Community and health services ● Technical and scientific transport.

The Institute of Manpower Studies says it does not pretend that the groupings are based on any scientific concept such as an analysis of the skills and aptitudes they require; it says that to try to prescribe this would stand little chance of wide application and might be counter-productive. Instead, the arrangement is based on practical criteria, such as its acceptability to employers, unions, teachers, and the careers and employment services and to young people themselves; its compatability with existing industrial operations and the changing technology; and the need to increase trainees' job opportunities and their options.

The families also have to be small enough in number to allow wide choice while each is specific enough to make training purposeful.

The Institute, which studies various similar schemes in other countries and had extensive consultations with educationists and industrial trainers in Britain, discovered that there are more than 40 different systems of classifying occupations for training purposes.

Ship to pick up prizewinner

Sixth-former Sonia Bartolozzi will be flown back from Lundy Island next week so that she can collect £200 from Mr Michael Edwardes, the chairman of British Leyland. She is among the 16 prizewinners in *The Times* Engineering Essay Competition.

Sonia, a pupil at Haberdashers' Aske's at Elstree, Hertfordshire, is on a field study with two other girls. The Engineering Careers Information Service, co-sponsors of the awards, have arranged for her to be picked by a supply ship on Wednesday so that she can attend the ceremony in London the next day. An official explained: "She could not spare the time from her project if she had to use the rather more regular service."

Entrants to the competition submitted 750 word essays saying what they expected engineers to contribute to Britain's prosperity over the next 30 years. Sonia was the runner-up in the section for school and college students, which attracted 467 entrants; the first prize of £500 was won by Mark Rothery, of Taunton, Somerset, whose school, Wellington School, gets a similar sum.

In the separate category for higher education students – 68 entrants – the first prize will be presented to Mr Andrew Bud, from Christ's College, Cambridge. Three of the other prizewinners in this section all come from London's South Bank polytechnic.

School to work is edited by Mark Jackson

Technical training lacks uniformity, employers claim

Firms want bigger say

Apprentices at Hackney College, London, learn electrical installation

Employers are worried about the Technical Education Council system under which colleges are left to plan and assess their own courses for apprentices and other technical students. They say that the lack of uniform standards makes it hard to know what qualifications mean.

The employers want a bigger voice in the running of the council, which was set up by the Government six years ago to rationalize technician education and now validates 4,000 courses for about 180,000 students at 500 colleges. A working party has been set up by the council and the Confederation of British Industry to see how the employers' demands can best be met.

TEC already insists on colleges consulting local firms over the planning and running of courses, and colleges have standing advisory committees with industry representatives. But about half the 750 companies questioned in a survey by the National Foundation for Educational Research say they had not been offered a "convenient opportunity" to discuss TEC courses with their local college.

CBI representatives have told TEC that far too many firms, particularly those without their own training and education specialists, simply do not understand the TEC system and its unfamiliar jargon. They say that even if there are good links at local level, the whole system needs to be made simpler to understand and to develop national uniformity in its qualifications if they are to be fully accepted by industry.

The CBI is pressing for employers' organizations to have the right to appoint representatives to the national committees responsible for drawing up the TEC programmes for each industry and validating courses.

Mr Francis Hanrott, TEC's chief officer, has told the CBI that the council is looking at how it can best reconcile consistent national standards with local needs and the possibility of introducing some external element into the assessment of students. But he is wary of CBI suggestions that industry should provide some moderators in addition to the academic staff already employed by TEC, which costs £500,000 a year.

Mr Hanrott is also resisting pressure from employers to raise the minimum entry qualification which is at present three CSE grade threes for most TEC certificate courses. He says that only students who are considered suitable are admitted, and that those with the minimum qulification have to take three years' part-time study compared to two years for those with the right O levels, and that the majority of them get through the TEC level one units satisfactorily.

The issues were discussed at length at a joint CBI and TEC conference just held at Coombe Lodge, the Further Education Staff College, in which representatives of the colleges also took part. They pointed out that they had a responsibility to balance the specific requirements of employers against the overall needs of students, and alleged that employers could not always be bothered to take an interest in what colleges were providing.

The colleges had their own criticisms among which were the complexity of the administrative requirements for the courses, and the amount of time taken up by assessment, which cuts into lecturers' teaching time.

Help Save The Panda

We are pleased to announce the winners of the school's painting competition run by Princes Spreads in conjunction with the World Wildlife Fund.

Over 15,000 entries were received from junior and primary schools, and 35 shortlisted paintings were displayed at the World Wildlife Fund 20th Anniversary Conference at Wembley on May 27th, when HRH The Duke of Edinburgh was inaugurated as World President of the W.W.F. Sir Peter Scott selected the winning entries which are as follows:-

First Prize in the 9-11 years age group goes to Duncan Fraser of Tadpole School, Lincoln, Avon, Swindon.
First Prize in the 7-8 years age group goes to Simon Mee of Leaches First School, Lechlade, Gloucestershire, Southampton.
First Prize in the under 7 years age group goes to Elizabeth Walker, Glaxo Centre Health Primary School, Tamworth, Staffordshire.

A voucher to order will be presented to each school, and a £25 W.H. Smith voucher presented to each child to spend on books or painting equipment.
A special award of £10 is to go towards the school fund has been made by Princes Spreads to St. Johns C.E. Primary School, Sawston, Manchester, for a painting by Victoria Downing and Miriam Elsmore, which was highly commended by Sir Peter Scott.

Princes Spreads and the World Wildlife Fund wish to thank all schools for their entries. 500 Audio Visual Kits 'Pandas and their World' were sent free to the first 500 schools to enter the competition.

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United States/Clive Cookson

Foreign students pour into USA but government support declines

WASHINGTON: American colleges and universities have been attracting students from abroad at an ever increasing rate for the past 15 years. Their total foreign enrolment – only 82,000 in 1964/5 – was 286,000 in 1979/80, the last year for which figures are available, and is expected to surge past 100,000 in the autumn.

Yet the last 15 years have also seen a steady decline in American government expenditure on international educational exchanges. The United States now supports fewer overseas students than most of its western allies and its rivals in the Soviet bloc.

The fact that more and more foreign students are pouring into the United States with less and less financial encouragement from the Government is, in a sense, a triumph for the country's educational free market. Clearly, hundreds of thousands of young people around the world are determined to study at an American university and they are prepared to pay a high price for the privilege.

Fees, including tuition, room and board, inevitably add up to several thousand dollars a year and they can run well into five figures at private research universities like Stanford, Harvard and the Massachusetts Institute of Technology.

According to the latest annual census of foreign students in the United States, conducted by the Institute of International Education, 65.4 per cent relied primarily on personal and family funds, another 16.0 per cent were supported by government and private sponsors in their own countries, college and university scholarships financed 3.2 per cent, while just 2.0 per cent relied on American government support.

Many of the country's educational associations are not content with the foreign students who have been driven to the United States by market forces. For they come overwhelmingly from relatively wealthy countries and prosperous family backgrounds.

Very few students from the poorest nations of the third world can afford to apply to an American institution, unless their parents are members of the ruling elite; instead they study in Europe or the Soviet Union.

Sixteen organizations, from the American Council on Education to the Committee on Scholarly Communication with the People's Republic of China, have therefore formed a new lobbying coalition, the International Educational Exchange Liaison Group, to fight for new funds to reverse the "serious decline" in government support.

Its first policy statement is written in terms calculated to appeal to America's current political enthusiasm for beefing up its national defence. Educational exchanges are portrayed as one of the "non-military aspects of our defence", whose expansion is necessary if the country is to increase its power and influence abroad.

"Both our allies and our adversaries seem fully mindful of the political and economic advantages that accrue when third world leaders are educated in their countries, are trained to utilize their technologies, and are participants in their social, political and cultural life," the liaison group says.

France and West Germany commit one per cent of their national budgets to international educational, cultural and informational activities, the United States only one-tenth of a per cent. Even Great Britain sponsors more of its students to go overseas and brings in more foreign students on grants than the United States.

The Soviet Union provides international scholarships on a scale several times more lavish than the United States. The Liaison group points out that the Soviet Government brought 24,000 Africans to study at its universities in 1977, while the United States sponsored only 1,8000. "In Latin America, the USSR offered 4,650 study and training exchanges in 1978 while the United States Government offered far fewer than one-tenth that number in a hemisphere so close, so troubled and so important to our socio-economic goals and strategic thinking."

Iranian students in Washington ... few incidents despite the bitterness between the two nations.

The United States therefore has a disproportionate share of foreign students from the wealthier developing countries, especially the oil-producing states.

OPEC nations sent 100,000 students to American colleges and universities in 1979/80, compared to just 9,000 in 1964/5. The largest contingent from the industrialized west was Canadian (15,130), followed by 4,288 British students.

The number of students who come to the United States on Fulbright Scholarships, the Government's main vehicle for educational exchanges, is tiny compared to the number who make their own arrangements.

The Fulbright programme brings in only 1,700 postgraduate students (and 700 senior academics) a year; it also sends abroad 300 American students (and 500 senior scholars).

There is plenty of scope for America's huge and diverse system of higher education to absorb more students from abroad. The present level of 300,000 sounds high but it represents only 2.5 per cent of the total enrolment of American colleges and universities. Even in California, whose foreign student population is already above 50,000 and growing fast, they have been absorbed easily – so far.

The 1979/80 Iranian hostage crisis proved that point. Considering the 50,000 Iranian students – by far the largest contingent from any single country – spent last year in the United States, at a time when the American people were nursing a bitter grievance against their nation, it is remarkable how few serious incidents occurred.

To make sure that the influx from abroad continues to proceed smoothly, the American Council on Education has set up a committee of 12 university leaders to recommend ways for institutions to deal with their foreign students. Accordingly to one estimate, they are likely to be educating 750,000 of them by the end of the century.

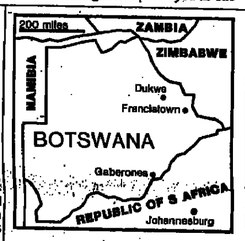
France/Barbara Casassus

Teachers get a new leader

PARIS: M Jacques Pommateau was last week elected the new secretary general of FEN, the dominantly socialist left-wing umbrella organization of 47 teachers' unions.

He suceeds André Henry, whose appointment as Minister of Free Time in Prime Minister Pierre Mauroy's socialist government received a mixed welcome in union circles. M. Pommateau, 48, is a former primary and junior secondary teachers' union which represents about 60 per cent of FEN's members.

On taking up his new post, M. Pommateau affirmed FEN's independence and determination "not to fall into the trap of co-management". FEN is already less euphoric than at the start of M. Mitterand's presidency. It is disappointed with the new Government's first measures to help low paid public sector employees.



The remoteness of the camp at Dukwe (left) has led to deep resentment among its refugee inmates (right).

Botswana loses patience with exiles

Five years ago this month Soweto erupted in violence. Since then young black South Africans have been leaving their country in increasing numbers. Most make their way through the bush to neighbouring Botswana, a poor country which finds it hard to help the exiles with jobs, food and shelter, and which is finding these sophisticated and politically aware youngsters an increasing headache. Growing tensions, Glenn Masokoane writes, have led to drastic actions.

Botswana, the traditional escape route for young blacks leaving South Africa, has lost patience with the thousands of refugees under its care and protection.

Tension has been mounting for some years over living conditions, refugee rights and general welfare of the exiled young student community, which numbers just under 2,000. Many fled following the Soweto schoolchildren's riots of 1976, but there are also exiles from Namibia, Angola and Lesotho.

Last year the refugees were moved away from the Botswanan capital, Gaberone and its surrounding villages, to Dukwe, an inhospitable and snake-infested resettlement camp 100 kilometers north west of Francistown. Some refugees have been deported back to South Africa.

Dukwe was established in 1978 as a transit camp for 20,000 Zimbabwean refugees, all of whom have been repatriated since Zimbabwe's independence last year. The camp is run jointly by the Botswana Government, the United Nations High Commissioner for Refugees (UNCHR) and the Geneva-based Lutheran World Federation. But its agriculture-based resettlement programme has run into serious difficulties in trying to settle highly urbanized people in a remote urban area.

Given a choice, most refugees would have liked to have been resettled near the towns, so that they could take up business projects such as the running of transport service – something they have already proved themselves good at.

Most students, however, want to continue their studies. Yet Botswana has a shortage of school places, and the strict quota system controlling entry to the University of Botswana, the country's only university, means that most refugees find themselves waiting for years before they find scholarship opportunities abroad.

The Botswana authorities argue that the forced removal of refugees was necessary because of escalating social problems in urban areas resulting from growing numbers of South African refugees without adequate housing or work.

But the clean-up operation of undesirable refugees needs to be seen also in terms of Botswana's economic dependence on the rich southern neighbour.

In the past South Africa is known to have applied pressure and even threatened Botswana for its anti-apartheid stance, even though Botswana has had a long-declared policy of limiting the political activities of refugees on its territory, and refusing to let its borders be used for guerrilla incursions into South Africa.

Within the country a series of incidents has heightened tension between the Government and the refugees. In 1977 the Botswana Government blamed South African black consciousness youths from Soweto for a university student demonstration and since then it has accused them of interfering in the social, economic and political affairs of the country.

The situation has deteriorated since Botswana deported some South African refugees back into the hands of the South African police. Nineteen students are said by refugee sources to have been sent back, although the Botswana Government says only four have been sent back, for unlawful activities.

The Botswanan Minister of Information, Mr D.K. Kwelagobe, has said, "Some refugees have come to Botswana to create unnecessary problems rather than assist in the broad goal of eliminating the forces of tyranny and oppression." He further claimed that, "certain South African refugees of questionable character and unlawful activities left Botswana voluntarily and resettled peacefully in South Africa, and this proved not all South African refugees are genuine refugees."

But secretary general of the South African Council of Churches, the Anglican Bishop Desmond Tutu, recently made an urgent appeal to the President of Botswana, Mr Q.K.J. Masiré not to return South African refugees against their will, but to look for an alternative country of asylum.

The Botswana Government has now pledged its unchanged policy of granting political asylum to refugees from South Africa but an article in the government newspaper, the *Botswana Daily News*, added, "Those who became undesirable immigrants because of their criminal or unlawful activities would, however, be handed to UNHCR to find them a second country of asylum. When it failed then Botswana would have no other alternative but to return them to their country of origin."

About £50,000 is to be spent this year on housing and water facilities at Dukwe. But this will not ease the refugees' resentment at being resettled, or their fears that their being forced to live together in such a camp makes them highly vulnerable to attack by the South African security forces.

Poland/a special correspondent

Child addicts appeal for help

More than 1,500 Polish school children from 18 Warsaw schools have signed an appeal to the Government asking for adult help in combatting drug addiction. In particular they are asking for rehabilitation centres and the banning of poppy cultivation.

This appeal, which the signatories say has the full backing of their headmasters and teachers, was published in the Warsaw daily *Zycie Warszawy* only a few days after the Senate of Warsaw University had called for action by parents and teachers to stamp out heavy drinking among minors, including primary school children.

Alcohol abuse by schoolchildren has been an increasing problem in Poland for many years, in spite of an education for Temperance programme run by the National Anti-Alcoholism Committee.

In 1973, when a compulsory course in "Preparation for Socialist Family Life" was introduced in secondary schools, the syllabus was supposed to include a comprehensive discussion of all alcohol problems.

But at an international symposium in 1978, a representative of the NAC admitted that on this subject the existing textbooks were virtually useless, and most teachers had to call in outside help.

Until recently, however, little was heard about drug-abuse, which was dismissed as an essentially capitalist phenomenon.

During the last few months, however, several cases of convictions for manufacturing or pushing drugs have been given publicity. The childrens' letter, for the first time, reveals something of the extent of the problem.

Drugs, say the children, are in common use in schools. Even 12-year-olds find it easy to obtain so-called "stupefacients". There is not a single school in Warsaw without at least one addict. "Many thousands" of children do not know where to turn for help. "We know that it is possible to be cured if someone helps us," they say. "Unfortunately we do not know where to turn.

"We cannot rely on our teachers as they would expel us from school; or parents do not want to understand or are afraid of the police, but fear is not sufficient for a cure . . . We have heard that there will be new treatment centres set up one day. When will that be? We can't hold out much longer."

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Falling rolls demand flexiplans

THE HAGUE: Flexible planning will be needed in order to maintain educational standards as rolls drop in The Netherlands' secondary schools, according to an important government discussion paper.

Between 1970 and 1980 the number of children born per year in the country dropped by 30 per cent. From next year this drop will begin to affect secondary schools, and by the mid-1980s it will have reached sixth forms and vocational colleges.

But this fall in rolls is happening at a time when crucial decisions still have to be made about the future of Dutch secondary education. Comprehensives have been experimented with, but the three-strand system of grammar, technical and general secondary school remains.

As rolls drop, increased linkages between schools will be needed, according to the paper published by Dr K. de Jong, state secretary responsible for secondary education in the Ministry of Education.

A wider sense of what constitutes a school will be needed. It may no longer be one building in one place, but an organization using a variety of resources, in different ways.

Imagine a million ... a Kentucky teacher wanted to show her class the size of the figure one million, so she suggested they collect bottle tops. Here two of her class recline among the collection, which so far stands at 812,392.

International/Hilary Wilce

Lead in petrol: more countries act

More countries are making moves to limit the lead content in petrol, following mounting fears that the absorption of lead into the body causes brain damage in children.

Next month Sweden brings in a reduction of the lead content of premium grade petrol to bring it into line with the limit of 0.15 grammes per litre already in force for regular grade petrol.

This is the same limit that the United Kingdom Government has announced it will bring in by 1985. Denmark, Norway and Switzerland are planning to introduce this limit by 1983.

In the United States lead-free petrol was introduced in 1974. Since then all new cars have had to be designed to take lead-free fuel.

The European Commission is undertaking a four-year assessment of lead levels in the blood of sample groups in nine of the 10 member states.

West Germany/Susannah Kirkman

Freedom complaint to go to Geneva

BONN: One of West Germany's largest teaching unions is to lodge a complaint at the International Labour Court in Geneva against what they consider official restriction of teachers' freedom of opinion.

According to the president of the Union for Education and Science (GEW), Herr Erich Frister, education officials are trying to encourage "good behaviour" in teachers by denying them permanent contracts or promotion if their actions bring them into conflict with the authorities.

Like other civil servants in West Germany, whose status and privileges they share, teachers must profess their loyalty to the free, democratic order. Members of the Communist Party, for instance, fall under the *Berufverbot*: they are not allowed to become civil servants, which rules out teaching and the law, among other professions, although some states are more liberal than others in their application of this rule.

The GEW has issued a 58-page document giving examples of "non-political" cases: teachers, who have been disciplined, not for their communist affiliations, but for protesting against poor educational conditions such as large classes, either as private individuals, or as trade union officials.

A bizarre case of non-political disciplining came to light recently in Stuttgart, where the authorities withheld promotion from a teacher of German at a grammar school for quoting Heine.

Herr Erhard Joest announced his marriage by inserting the quotation, "the marriage is no less valid if the priestly blessing is missing", in the local paper. Angry parents complained that Herr Joest was "destroying the pupils' respect for God" in his lessons and the authorities mounted an investigation into his teaching and political background, which led to disciplinary action.

As Herr Joest has pointed out, the poem from which the offending quotation was taken is on the sixth form German syllabus for most grammar schools.

Yet there are signs that the criteria for evaluating teachers are changing. The administrative appeal court in Berlin has just decided in favour of four teachers from Bavaria who had appealed against wrongful dismissal. They lost their jobs because, as students, they had participated in political groups which the Bavarian school authorities considered to have communist leanings.

The court emphasized that a teacher's "professional qualifications and personal aptitude" were more important considerations than his political past.

Adults flock to take up evening classes

Both the number of courses mounted by West Germany's 865 colleges of adult education, and the number of students who enrolled for them reached record levels in 1980.

The expansion of adult education has continued without a break for the past 15 years. During this time the number of courses on offer has increased from 73,000 to 280,000 and enrolments from 1.5m to almost 5m.

To cope with the growth in demand 43 per cent of all colleges have appointed full-time directors and the largest centres have small teams of permanent staff responsible for groups of subjects and for supervising the work of the part-time teachers on whom the whole system is dependent.

Average class size has been reduced to 16, compared with 20 five years ago. Seventy six per cent of classes are held in the evening and only 19 per cent take place during the day. The remaining five per cent consist of special study programmes often involving field work, visits and short intensive or residential courses lasting up to a week or ten days.

The *Volkshochschulen*, as the colleges are called, offer a wide variety of courses related mainly to leisure activities. Foreign language classes are by far the most popular and comprise 30 per cent of all students. Half of these are learning English and a quarter French. Currently, however, the highest growth rate is in German as a foreign language, as immigrant workers and their families come to recognize the importance of a working knowledge of the language.

Just under 20 per cent of students attend classes in creative arts subjects (pottery, woodwork, modelling, painting, music and dancing) with smaller proportions in keep fit, commercial skills, housekeeping, social studies and science courses.

At the bottom end of the scale 1.1 per cent of students prepare for the secondary modern, intermediate and grammar school leaving certificates awarded by the ministry of education in each of the federal states.

Nevertheless, these courses account for nearly 10 per cent of the teaching hours given by the *Volkshochschulen*. In 1979-80 9,000 students took the school certificate examinations and a further 4,500 the examinations for trade qualifications, set by the chambers of crafts, commerce and industry.

For subjects in which public examinations are inappropriate, the Association of Adult Education Colleges in the Federal Republic has introduced its own certificate of achievement and in 1980 more than 10,000 students obtained such an award.

Only in preparatory courses for schol-leaving certificates is there a slight preponderance of male students (54 per cent). Overall women outnumber men by roughly two to one.

David Dungworth

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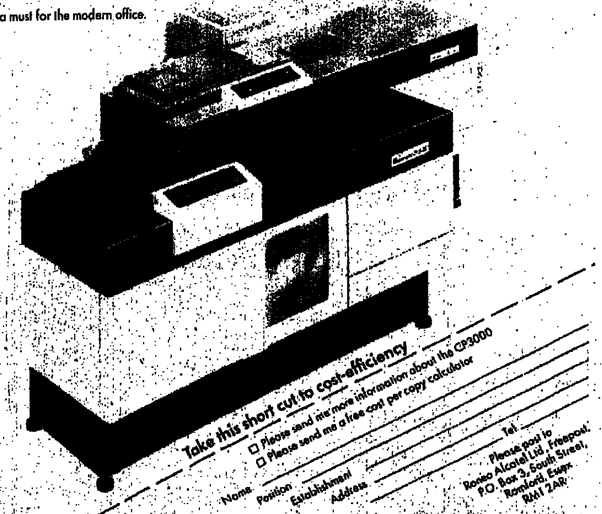

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Letters

Labour Party's stance on provision for 16-19s

Sir, – Your comment column "Kinnock hits tertiary trouble" (June 12) was wrong in detail and assumption.

You report that our Labour Party 16-19 working group planned a "swift statement on tertiary colleges to preempt Macfarlane". There never was such a proposal. We did propose a brief document outlining the issues of 16-19 education and another in response to Macfarlane. The first was produced last autumn, the second was circulated at the Labour local government conference on February 13 which a couple of weeks of the publication of the Macfarlane report. Copies of both can be obtained from The Labour Party, 150 Walworth Road, London SE17.

The "more considered report" will be published in September. It never was intended to be a mere retort to Macfarlane. Its purpose is to provide a thorough description, analysis and set of proposals for consideration by the Labour movement. The date of its appearance is therefore not "odd". And the reasons which you offer for the absence of a document whose function you appear to have completely misconstrued have nothing to do with the working group being "bogged down" by "agonised lobbying" or "the headteacher voice" fighting a "rear-guard action" and much to do with consultation with a variety of educational authorities, institutions and organizations, the publication of relevant documents like the Manpower Services Commission *New Training Initiative* and the *MSC/AMA Youth Opportunities Programme and L.E.A.s*, the scope of a study which covers everything from youth employment to examination reforms and, sadly enough, the duties of myself and my working group colleagues.

Last year when we published the private schools document you refused to comprehend that the noun "discussion" has a literal and constitutional adjectival meaning derived from the verb transitive "to discuss" when applied to the publication of a Labour party working group report. I suppose that the misrepresentation of such a document as a conclusive policy statement provides better copy, whatever it does to accurate reporting. For the same reason, a fabricated tale of factional in-fighting occasions editorial comment that is more purple than anything that can be justified by the facts. Thus I am portrayed as a tertiary college fanatic defeated by compromise and my well-known hit man Phillip Whitehead has failed in his "express brief to knock the battling 16-19 working party into line". Murdoch will be proud of such masterful invention and sensationalist misreporting.

Of course, in Phillip Whitehead's words: "Adherents of sixth forms are passionate, so are advocates of college and tertiary systems". Who does not know that? My view is that current realities, future probabilities and the desire – or rather the duty – to make proper provision for 16-19 year olds and others do not permit us to adopt a single system or take up any strict position in that argument.

In speeches before all kinds of audiences throughout the country and (when written) sent to you in press releases, I have repeatedly emphasized that the term "tertiary" should be understood as a definition of a level of education – a third stage continuing from and complementary to primary and secondary education – and not the universal prescription of one form of institutional provision. Phillip Whitehead also expressed that view at the Association of Vice-Principals of Colleges on June 5.

My commitment is to a statutory right of tertiary education, to effective education maintenance allowance and to assist and accelerate the already well established movement of courses, modular development and co-ordination with MSC programmes in order to raise the rate of participation by 16-19 year olds in education and training and to improve the quality, availability and attractiveness of provision for young people and adults.

I hope that, when the processes of deliberation, consultation and policy formulation are completed, my party will first present a policy for universal, comprehensive, continuing education which will include all of those essential ingredients and then implement such a policy at the earliest opportunity with the statutory authority and financial resources needed for such a task.

It is interesting and heartening to note that, even without any positive encouragement from the Government, local education authorities, schools and further education institutions are taking such initiatives despite the severe impediments imposed by financial cuts. The leaks from the further education legal basis working group provide further encouragement, although the general agreement on principles and heated dispute over resources are likely to provide us with a reprise of the debates on the Special Education Bill, especially if the Government again uses the device of giving generous definitions in a White Paper, escape clauses in a Bill and no money for the Act.

With or without a Tory reform of further education law, I hope that my party will introduce provision that is comprehensive in quality and quantity. We shall have to do that against the background of youth and adult unemployment, underemployment and misemployment and youth and adult under-participation and under-provision in education and training. It will not be possible to attain the speed, breadth or efficacy of new and improved provision if we wait for the establishment of a universal tertiary college system.

We can only deal with the organisational, institutional, locational, manpower, course and resource problems produced by an effort to provide a statutory right to a third stage of education if we use the means already at our disposal. That is why some of the provision will have to be in schools, in colleges of further education, in technical colleges and sixth form colleges as well as in the tertiary colleges that exist and will become more common as demography, economics, curriculum needs and realities, adolescent taste and adult attitudes as well as educational preference induce further demand for that particular form of 16-plus provision in an increasing number of areas.

That is not "tamely falling into line behind Macfarlane". The legislation to define the right to a tertiary stage of education and the resources to make that right meaningful would contrast directly with the evasion, inactivity and parsimony of the Government's approach to systematic education for 16-19 year olds. If the under-secretary of state is by the same miracle of monetarism empowered to put funds, legal rights and curriculum development where only his platitudes now are, I would happily fall into line behind him. So would anyone else who is now alarmed by the prejudice, vested interest, divisions and under-provisions which inhibit the development of post-16 education in Britain.

NEIL KINNOCK,
House of Commons.

'Majority' interest

Sir, – The television programme *The Silent Majority* was a very worrying and upsetting programme and must have given rise to a great deal of concern. Unfortunately the programme was very slanted in order to put over the message that mentally handicapped people should not be kept in long-stay hospitals. As one who works in such a hospital I would agree that ideally they should not. Nevertheless, we have to deal with the situation as it is at present.

In spite of the fact that many of the hospitals have ancient buildings which were formerly workhouses or asylums, and also a shortage of money, there has been a tremendous improvement in these hospitals in the last few years. The programme concentrated exclusively on the bad points but pointedly avoided the good points. Most hospitals these days have occupational therapy departments, physiotherapy departments, schools and other facilities attached to them. They are staffed with dedicated and caring staff of all professions. If it were not for the fact that they cared, many of them would have left long ago.

Obviously, as the programme had pointed out, a great deal of improvement of facilities needs to be carried out, but until we have a government that is prepared to put up the money for such projects, the staff of these hospitals will continue to have to soldier on with very inadequate resources.

Peter Newell's unkind remarks about the nursing staff and the League of Friends added nothing constructive to the debate. If the staff did not continue to work in such situations what would happen to the residents then?

I am quite sure that money would not be automatically made available to rehouse them outside the hospitals. As for the League of Friends, they are a group of people, relatives and friends of residents, who work hard to raise money for the residents. They are very much guided by the hospital authorities in what they provide for them. They were probably informed that a play area was required and accordingly allocated the money. It is not the play area that is at fault but the use made of it.

What is needed in the discussion of this problem is a constructive long-term plan to phase out these hospitals and replace them by alternative suitable accommodation.

C. C. CHURLOW,
Headmaster,
Bridge Hospital School,
Hatfield Road,
Witham,
Essex.

Subscription up £5

Sir, – I am sorry to have to correct your report on the Association of Vice-Principals of Colleges' change of subscription, but the item on page 5 (June 12) is so misleading that it will alarm our membership. As your correspondent correctly states, the subscription has been increased by £5 to £15. Your headline refers to Vice-Principals paying £10 more. As we are unlikely to contact our membership in the immediate future, I would welcome a clear restatement of the position.

F. ROSAMOND,
Honorary Secretary,
The Association of Vice-Principals of Colleges,
Windsor and Maidenhead College,
Maidenhead,
Berkshire.

Warm to a BEd

Sir, – I was surprised to read your piece headed "How much help is a BEd?" (June 5). Bert Lodge had offered a different interpretation from ours of the evidence provided by a recent survey of attitudes of 358 Homerton College graduates towards the old-style BEd from 1971 to 1979.

Of the 85 per cent who went straight to teaching posts, many explained how the BEd had helped them to gain their first teaching appointment, such as in qualifying them to teach a particular subject to A level or to offer a special strength in the primary school. Of this group, 17 per cent had later gone on to further study, 6 per cent at master's degree level. Not all had followed a career in teaching: 9 per cent had proceeded to a wide range of other careers, reporting that they found the BEd adequate or helpful at the level of graduate entry. Although the survey was concerned mainly with the influence of the BEd on graduates' careers, many respondents offered favourable to enthusiastic comments about the perceived value of the BEd in terms of intellectual growth, increase in self-confidence, and general personal development.

It is currently fashionable to write disparagingly of the BEd, degree, trust that *The TES* will hold such prejudice, and will view impartially any evidence on the value of the new-style BEd as the training institutions monitor and evaluate their courses.

ALISON SHRUBSOLE,
Principal,
Homerton College,
Cambridge

Invest in physics

Sir, – Everyone involved in education must be concerned about the dearth of well-qualified teachers of physics.

As a solution the Government is about to launch a pilot scheme which will provide 60 scholarships for the next two years for mathematics and physical science graduates to take the PGCE at certain selected institutions. Yet too often PGCE courses are found wanting by students who subsequently become disillusioned with teaching. We must guard against this, ensuring the courses are more relevant to the demands of the future vocation.

This DES proposal is no more than a stop-gap solution to the shortage and the Government must adopt a very different attitude towards education if it is to confront the deeper problems encountered in attracting graduates into science teaching, problems which are common to the profession as a whole: the need for greater recognition by teachers of the value of their work and, moreover, greater acknowledgment by society of the excessive demands placed upon teachers. Science teaching also faces its own peculiar difficulty because alternative; competing careers in industry can offer very attractive prospects and remuneration.

Then there is the problem of maintaining the enthusiasm of trained science teachers for their career and subject. In this respect disillusionment can quickly set in when teaching syllabuses whose relevance to the current and future scientific interests of pupils is questionable and when trying to support those interests with inadequate facilities and materials, specially in the light of present education cut-backs.

These problems will have to be faced sometime if we are to have any investment in the futures of schoolchildren.

DR C. BUCK,
John Lyon School,
Middle Road,
Harrow.

Sir, – There is an undoubted shortage of physics teachers. However, I am surprised at the quote from the institute of Physics' recent report *Shortage of Physics Teachers*: "Science teaching in the lower and middle schools may be entrusted to biologists or to anyone who can be persuaded to try" (*The TES*, June 5).

Those most qualified to teach lower middle science are surely those who have O and A levels in all three sciences as well as their specialist degrees. The majority of biologists do have these qualifications (including A level physics) and are admirably suited to the job. How many physicists in schools have even O level biology and yet purport to be complete science teachers? Rather than begrudgingly entrusting science teaching to biologists, I would suggest that they are most fit for the purpose.

I was glad to read that the Institute of Physics does not agree with the Government's "think tank" recommendation to pay physics teachers more than others. Even though they are probably not fully qualified to teach all of the non fully qualified to teach all of the sciences, physics teachers often become head of science merely because of their short supply and so, in a way, are paid at a higher level than other scientists.

DAVID G. BEAVIS,
"Avalon",
28 Eden Grove,
Middridge, near Shildon,
Co. Durham.

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No nuclear propaganda from Christian Education Movement

Sir, – I note that Mr Simon Wheeler (Talkback, June 12) links the Christian Education Movement with the CND and World Peace Movement and asserts that "they seem to be seeking to indoctrinate children in schools, usually through teachers who are members of these organizations".

As a matter of fact our publications catalogue contains nothing on the subject of nuclear arms and since the movement has never discussed nuclear or any other forms of war, it has not formulated a policy statement to which I could make reference.

During this academic year two inter-schools conferences for sixth form students have been arranged by the movement's staff on the subject of nuclear arms. On both occasions the presentations were carefully balanced and included opposing views; having heard expositions of the issues, pupils were left to make up their own minds or to suspend judgment. Both conferences had a direct bearing on A level RE syllabuses. A short article in the spring issue of *CEM Magazine* drew attention to some of the questions and to some of the sources of information which might be used in a discussion about arms-spending, but again no view was expressed.

The listing of the movement under the introductory words "proliferation of propaganda groups" suggests ignorance. The movement is neither a new proliferation nor a propaganda group. The history of the movement goes back through its antecedents to the 1890s; the movement is a professional and ecumenical organization concerned with education. It publishes the *British Journal of Religious Education* and curriculum material termly, is responsible for a research programme, and runs courses and conferences for teachers and pupils. Part of its function is as a subject teaching association for teachers of Religious Education and, as such, it is a member of the Council of Subject Teaching Associations. The movement's contribution to Religious Education is well recognized by l.e.a.s. and by the DES and HMIs.

To write that the movement has engaged in propaganda through teachers who are its members is remarkably irresponsible. No doubt teachers who are members of all kinds of organizations become involved in all kinds of activities, but the organizations and the activities have no necessary link. No member of CEM can be engaged in propaganda about nuclear arms as a consequence of his membership of CEM, though no doubt there may be some for whom this is a matter of regret.

JOHN M. SUTCLIFFE,
Christian Education Movement,
2 Pages House,
Pages Lane,
London N10.

Sir, – Like Simon Wheeler, I have tackled the question of nuclear weapons at school, though not with third formers – I would consider them too young for such a topic – but with lower sixth liberal studies groups. I too have found that it is easy to obtain material from CND, but the only government publication I was able to get was *Protect and Survive*, which reduced some of my pupils to helpless laughter, while others felt extremely angry. We had also studied the 1956 Civil Defence Manual, which gives the sober facts and figures. In addition, we used newspaper cuttings.

I was anxious, like Mr Wheeler, to present a balanced and objective picture. It did not occur to me to ring County Hall, as he did. I wrote to HMSO asking if they had suitable material for a dozen 16-year-olds, and inquiring about the price and content of the booklet *Nuclear Weapons* advertized in *Protect and Survive*. The only response was an invoice for more than £50 for 12 copies of *Nuclear Weapons*. There was no covering letter. The government does not seem to be at all interested in this aspect of education.

Mr Wheeler accuses CND of "manipulating" the young "into the belief that 'one bang and we're all dead, so what's the point'". I too have come across this disturbing opinion in quite young children. It certainly does not emanate from CND, and if this is how Mr Wheeler presented CND's views, then he is not justified in his self-satisfied conclusion: "I have done my job as well as I can: they have both sides of the argument". He has misrepresented one side.

He does not tell us how the emergency planning officer's volunteer scientific adviser convinced him and the audience of children and parents at his evening meeting "that it is essential to prepare", but clearly there was no speaker for CND present. If there had been, he would certainly have discussed the plight of the millions of survivors of a nuclear attack. The inadequacy – in fact, the impossibility of "home defence" is one of the reasons for advocating nuclear disarmament.

Mr Wheeler asserts that "propaganda groups such as CND . . . seem to be seeking to indoctrinate children in schools, usually through teachers who are members of these organizations." I am a member of CND, but CND has never asked me to indoctrinate children, and I would not want to do so.

I present the facts, but I warn the youngsters that I have strong views on these facts which many people do not share. I urge them to discuss these questions not only with me, but with each other and with their families and friends. I don't think we have to pretend to the children to be totally neutral and without convictions.

It is fairly obvious that Mr Wheeler does not so pretend either.

IRENE GILL,
25 Redriff Close,
Maidenhead.

Sir, – Simon Wheeler's description of his "campaign" project concerning nuclear weapons reads like a le Carré novel without an ending. It is full of non sequiturs, half statements and an underlying complacency that a teacher's only goal is objectivity in presentation.

On such a sensitive issue as civil defence, what justification is there for believing that an emergency planning officer in County Hall is any more likely to be custodian of the facts than the research of a group like CND? He is bound to present his case in terms of hope for he would be failing in his job if he didn't. What he is also doing is preparing the children and parents for the likelihood of nuclear war, thus lowering the point at which nuclear weapons may be "acceptably" used.

While agreeing that all issues should be put across objectively – it seems to me irrelevant whether CND is political or not – it does not mean we have to remain neutral as Simon Wheeler implies. The stimulation of the inquisitive mind is the *sine qua non* of teaching and very often one's own commitment is appreciated (if not always understood) by the pupils. Without such involvement a subject may well be dull and technical, a Hamlet without the Prince.

The involvement does not go so far as to become a form of indoctrination. Any move to establish a group of whatever political creed, religion or belief must have its origin among the pupils themselves so that they are seen to be taking the initiative.

J. A. HORSLEY,
6 The Avenue,
Taunton,
Somerset.

Sir, – I read with some amusement Simon Wheeler's article on the relative merits of the arguments for and against nuclear disarmament.

He describes how the "myths" perpetuated by CND and other peace organizations were dispelled by facts, objectively given, by the emerging planning officer from County Hall. The children in his project group, he suggests, had heard both sides of the argument and were free to make up their own minds. I very much doubt it, if he led them to believe, as he implies, that the lecturer from County Hall was a neutral, disinterested pillar of the scientific community, somehow in possession of "the truth", whereas the proponents of CND, as propagandists, misrepresent it. If he is worried about his children being indoctrinated, I suggest that he encourages them to treat all opinions, including those from County Hall, with caution. "When is something political?" he asks. He might also ask himself: "When are opinions facts?"

SHIRLEY B. MERCER
36 Carrington Road,
Sheffield.

Inadequacies

Sir, – In the article "Leading the way" (June 5), Richard Wood and Jennifer Slater are quite right in their analysis of the situation as it now appears to be developing in the open sixth forms. However, the practical measures needed are in many instances not perceived by the schools themselves.

It is not realistic to envisage on the one hand, a greatly augmented sixth form with weakly motivated pupils, and on the other, basically to erode those areas of the school best equipped to offer some help.

I have visited many schools where art and design departments suffer from inadequate staffing, and where facilities remain unused for the same reason. Indeed, some of the best schools in terms of equipment and expertise cannot even use these facilities in the normal day to day curriculum, due either to lack of staff or of funding.

These are vital areas which could be of immense use to the open sixth in the 1980s, incorporating as they do, many diverse opportunities to acquire skills which will appeal to weakly motivated pupils. Printmaking, photography, ceramics, and commercial graphics are obvious areas of interest and usefulness.

The current school philosophy suffers from an obsessive schizophrenia – departments traditionally neglected, such as music, drama, art, domestic science, are likely to be those areas best equipped to deal with the new intake of sixth formers, and will no doubt be asked to do so. Yet these departments are found to be either chronically understaffed or under equipped, or if they have the equipment cannot afford to use it due to capitation limitations. At the same time, a subject such as science, notoriously an expensive cost related area, is enjoying unequalled popularity due to present government thinking and policy.

In "Leading the way", I doubt very much whether pastoral care, however skilled and well meaning will affect the general inadequacies of present educational provision in those very areas with which they express so much concern. Such provisions are still likely to be very much an afterthought.

OWEN STALEY,
Area Moderator,
16-plus Art and Design,
The West Yorkshire and Lindsey Regional Examination Board.

Autistic children

Sir, – I would like to comment on a report in *The TES* (May 29) on the projected research by Mr John Tierney into "the origins of profound emotional disturbance and autistic behaviour" in children. This represents to me one of the most extreme examples of muddled thinking I have yet seen in your paper, implying as it does that autism and emotional disturbance are one and the same thing. Autistic behaviour has, as I understand it, specific signs and symptoms, whereas emotional disturbance is a blanket term covering a vast area. While autistic children may be emotionally disturbed, by no means are all emotionally disturbed children autistic. I suggest this confusion may be one reason why Mr Tierney has had difficulty in obtaining the £10,000 he seeks – unless it is merely your reporter who is confused.

RITA KEYES,
10 Littleton Crescent,
Harrow,
Middlesex.

Action research

Sir, – As a teacher/researcher, I wish to offer an alternative perspective from that of Mr Venvell's (June 5), although I have some sympathy for his point of view. I feel that those of us who seek to promote action research must remember that we have the responsibility of establishing its credibility. At present, it is viewed as a dynamic dimension of existing investigation techniques and we can only work within that framework. Hopefully, if we are skilful, one day it may merit assessment on its own terms of reference.

In defence of the universities, it seems fair to point out that they have the responsibility for ensuring that a potential researcher possesses a sufficient grasp of the appropriate sources and established techniques to either utilize or adapt them effectively. Adaptation is allowed providing that it is supported by reasoned justification. Also, that he has stamina enough to sustain him through the hard grind of an exacting task which may not necessarily end in satisfaction. Further, they must warn him that blind enthusiasm alone will not help him to view his work sufficiently critically to give it credibility. Related study may seem irksome, but *to the end it can assist the emergence of fruitful outcomes*; not the least of which could be the eventual recognition of independent criteria for action research.

Further, I can only acknowledge with gratitude the patient support offered to me by the University of Leicester in connection with my own part-time, practical research, which relates directly to my post in school. Also, for the encouragement I have received in my quest to use only straightforward techniques which will ease the dissemination of any resulting useful outcomes.

MAUREEN A. A. HARDY,
Sandfield Close Primary School,
Leicester.

Gaps report

Sir, – With reference to the article entitled "When gaps overlap" by Mary Warnock (June 5), I write to inform you that the publication entitled *Education: the Divisions Widen* is available from The General Office, The Registry, University College of Swansea, Singleton Park, Swansea SA2 8pp. Price 50p.

SUSAN JENKINS,
Administrative Assistant,
University College of Swansea.

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The Times Educational Supplement

Talkback

Butterfly countdown

Geoffrey Young

Anybody quizzing their favourite walks realizes that butterflies seem less common than they were. Surely (in the good old pre-conservation days?) you could scatter clouds of Meadow Browns or Common Blues? Can you still find them, and does the garden buddleia attract as many as it used?

Now is the time to find out. Butterflies have been lagging behind wild flowers and birds in the conservation-awareness stakes. To correct that, and put some pep and cash into butterfly care, senior conservation bodies have declared a Butterfly Year. Its start was marked by the issue of special Post Office stamps in May.

WATCH is organizing a national Butterfly Countdown, in collaboration with the Royal Society for Nature Conservation and its associated county Trusts for Nature Conservation (who manage nature reserves), and with scientists at the ITE Furzebrook Research Station, who will also supervise the analysis of the results.

The aim is to establish definite facts about the number and distribution of butterflies of all kinds. The surveyors are to be non-experts – school pupils of all ages.

The census takes the form of a daily walk, a half hour stroll in countryside or in suburb (or even town park), keeping to the same route each day. The surveyors have to record the kinds of area they pass through, and imagine that they are casting a two metre wide "path" as they walk. They count the butterflies seen in front of them on that path, and those seen from the path.

In July and August, the butterflies will belong to five main families:
- the BROWNS have wings with eye spots
- the vivid BLUES and COPPERS and (high in trees) HAIRSTREAKS
- the WHITES and YELLOWS
- the darting, moth-like SKIPPERS
- the gaudy NYMPHALIDS, which include the rarer Fritillaries, but also the Red Admiral, the Peacock and the Small Tortoiseshell of gardens, town parks and derelict land.

No special knowledge or skill is needed, just good observation and accurate recording. We need only to know the family of the butterflies, easy to identify by colour and wing pattern, though of course the species names would be very useful.

Not much dedication is needed. We ask for only five daily walks, in warmish, stillish weather, though ten walks or more would be useful. If we can get enough reports, spread through July and August, even such a simple survey will yield new, useful information. It will be a kind of "snapshot", never before attempted on this scale.

In addition, we invite our helpers to keep a diary of things they notice – and the diaries could shed light on some things which still puzzle us about butterfly behaviour. For example, how much of a "territory" do common butterflies stake out? What stimulates courtship – the weather or the date? Is the whole of the possible habitat (grassy fields, for example) used, or only some of it?

We will be rewarding good work, with a first prize of an original butterfly painting by Gordon Beningfield, to be won by the school, group of pupils or individual sending the most interesting or best researched report or diary.

The results of the Butterfly Countdown will be announced this Autumn, at a special talk-in of some of those who took part, hosted by David Bellamy.

We hope your school can assist us on this survey. Generous help from the Post Office has enabled us to publish a special full-colour briefing, which is being sent to 12,000 schools.

If you do not receive a copy through the post in the next 10 days or so, and would like to take part, you can obtain one from (send sae, A4 size, 20p stamp): WATCH, 22 The Green, Nettleham, Lincoln LN2 2NR. The briefinf may be photographed for groups of pupils, but we regret that we cannot send more than one copy to each school.

Each registered WATCH member receives a copy, and we would be happy to send details of WATCH and its work. In brief, it is a national out-of-doors club for children and young teenagers, sponsored by *The Sunday Times* and the Royal Society for Nature Conservation.

Members receive a badge, and the magazine WATCHWORD for each main holiday, and take part in national projects such as this census. They also receive a programme of local events organized for them by their county Nature Conservation Trust.

The personal subscription to WATCH is £2 a year, with reduced rates for family members and for schools' affiliations.

Geoffrey Young is creative director of WATCH.

Computer activities

Cliff Denton

There is uncertainty at the moment as to what might be right and feasible in the teaching of Computer Studies. It may be helpful to indicate what we have found useful in one of the country's largest comprehensives. There seem to me to be three activities in which pupils can engage in the computer field. Each has its own purpose, and it is not uncommon to confuse them.

First, the examination courses. These are certainly valuable, but for a minority of pupils. They are bound to have a syllabus which dwells considerably on aspects of the computer world which have only fleeting relevance to most pupils' future life or career.

Yet for this minority the courses can provide the framework for a later career, be it punch-card operator or systems analyst. There are bound to be difficulties in staffing such courses, but only the same ones that apply to other option subjects.

Second, there is the lunchtime/after school computing for the enthusiast. This is likely to centre on the school computer, and be programme orientated.

It is an unstructured fun activity, but should not be undervalued. It is shean in resources, but a teacher who is available to help at odd times can be sensitive to the needs and potential of individuals, and so guide them to make the best use of their abilities.

These two activities still cater for a minority. Yet there is surely a need to educate all pupils to a minimum level in computer awareness. We have had success with minimal effort by introducing computer studies as a short course for all third-form pupils.

This was best done by a computer studies teacher exchanging classes with each third form teacher in turn through the year (this was found easiest in maths lessons). The course would take two weeks (eight lessons), and in that time the important aspects of computer appreciation could be covered.

Thus each pupil at the age of 13 would come to terms with computer machinery and how it worked (no longer a magic box); what was needed to make it work, the idea of a language (and how simple programming can be), the uses of computers, their impact on our future, and enough history to show parallels with the "other" industrial revolution.

The course is made interesting with the occasional film, and some practical demonstrations of the computer tackling a variety of tasks, from games to scientific simulations.

Cliff Denton was formerly Head of Computing at Banbury School, Oxford. He is now in the Department of Educational Studies, Oxford.

Buster Mottram, one of the rare English successes at world-class level.

Hopeless for hopefuls?

Don Davies

This article is based on a research project begun in November, 1976, and involving more than 200 junior tournament players. The overriding impression is that each year so much talent simply goes to waste for lack of appropriate guidance and effective support.

The British record at world class level is, of course, lamentable.

Of surprise to many is the continuing failure of young British players of promise ever to fulfil that promise. The surprising thing is that this should occasion surprise, for the prevailing policies and conditions are such as firmly to deny the development of ability. For the aspiring player the obstacles to progress are immense.

Obviously the shortage of indoor facilities is a factor and there is research evidence to support this. But even with greater winter provision it is unlikely that there will be any major improvement in standards. The overriding concern is the development of ability, and central to this is the quality and the extent of the learning experience. This is of paramount importance for the acquisition of skill.

Research shows, however, that the quality of the practice and coaching which the young British player receives is frequently quite inadequate. Only 7 per cent of the leading juniors ever practise against international players, and this for just one period a week; and only 2 per cent consider they receive sufficient individual coaching.

The inadequacy of the provision is underlined by the fact that about 60 per cent of our juniors feel that to reach world class level they must seek training abroad. The problem, therefore, is not so much a question of dedication, but of the opportunity which is lacking to develop ability under expert guidance.

Entirely dominating the policy towards training is the belief that competitive play guarantees progress. It is a fallacious assumption. Tournament play provides an opportunity for the assessment of ability under stressful conditions; it is far from being the ideal vehicle for its development.

The emphasis on competition meant that far too much importance is attached to the winning of tournaments and matches, with the result that young players become over-concerned about winning at a particular age level, and neglect to develop the power and sophistication of stroke to compete successfully at international level.

Training schemes are such as continually to place the self-esteem and prestige of our young players under threat. This has a disruptive effect on performance and progress, serving to undermine the confidence of even the toughest-minded. As a result progress tends to "plateau out" about the age of sixteen or so. At this stage, many promising players abandon the tournament scene altogether.

Taking part in tournaments can be a waste of time. Facilities for practice are never available. During the first half of the week the better players have one, possibly two matches each day, and spend the rest of the time with nothing to do. The time could be better spent in worthwhile practice.

Rising juniors needs, above all else, the opportunity for regular first class coaching and practice; only in this way can they possibly develop the anticipation needed to succeed in the world class game. Anticipation is something which is learned; the ability to anticipate, to make accurate predictions, stems from experience of playing at a high level.

My research supports the view that as the promising player begins to develop, practice with moderate players is of limited value when set beside the gains to be had from sustained practice with top class players. Almost without exception, young British "hopefuls" do not have this opportunity.

For young players to have any hope of reaching Wimbledon standard, they must have dedicated and well-off parents. Some parents are spending more than £1500 a year, or more than £9000 over the six year period of junior tennis from the age of 12 to 18. Coaching must generally be paid for because it is virtually non-existent in school on an individual basis.

But apart from financial considerations, both parents and their protegés are very much on their own. This is vividly underlined by the fact that there is little evidence of professional advice and support at tournaments, although this would be welcomed by the vast majority of young players.

Don Davies is principal lecturer in teaching studies, Worcester College of Higher Education.

features

Unpopular Education is a critical analysis of the politics of schooling since 1944, written by the Education Group at the Centre for Contemporary Cultural Studies in Birmingham. In these edited extracts from their book, the authors consider the limitations of Labour Party policies, examine the power of the press to influence policy makers, and highlight some of the drawbacks of current Conservative Party 'populism'

Ellen Wilkinson, Labour minister responsible for the postwar reconstruction of schools: no real and lasting democracy without a democratic educational system?

"I am convinced that, as a people, we have made up our minds to put an end to 1939 and all that – an end to poverty and insecurity, to privilege and vested interest, to war and threat of war.... A new democratic consciousness is arising. Already it has found practical expression in the surge of feeling which swept Labour to power at the General Election.... In March it will almost certainly engulf many of the county councils. It is sweeping away the political obstacles in the path of social, including educational, advance.... (Miss Ellen Wilkinson) has shown that she realizes that there can be no real and lasting democracy without a democratic educational system."

With this rallying-cry, G.C.T. Giles, the NUT president in 1944-45, concluded his analysis of the possibilities of the 1944 Act. *The New School Tie*, his fine campaigning book, also contains a political fable, set in the English town of Barset.

Here the progressive education officer routs the various enemies of educational progress (including Councillor Bumble, Colonel Blimp and the headmaster of the local grammar school) at a great public meeting of the parents and citizens of the borough. The case for multilateralism is won; the borough hums with the energetic and earnest discussion of educational issues.

Our educational world of the eighties seems, in many respects, a grotesque inversion of Giles' utopian vision. In 1946 it seemed to Giles that the obsolete social and economic system of Blimp, Bumble and the "economaniacs" (the careful custodians of the rates) had been given notice to quit in the face of a progressive and popular educational alliance. Today, Mr. Bumble, Colonel Blimp (with two children at private school and a determination to cut school meals) and the economaniacs are firmly installed in power.

Educationalists, teachers and egalitarians are in the wilderness. The "people" are having their say, not at local meetings, but through the depopulated ventriloquism of the mass media. Their interests are defined, not in terms of political citizenship and democratic participation, but according to the mean and self-regarding doctrine of "parental choice".

Our aim has been to give a detailed historical account of this strange reversal – and also to explain it. At the centre of this account is the rise and fall of a particular set of policies and assumptions about education which we term "social democratic".

We believe it would be futile to attempt to return to the policies of the sixties. Instead, we need to rethink the fundamental features of a socialist educational policy. It is not enough to consult "the experts" (teachers or educationists), nor resurrect the earlier policies, nor even to promise to undo the harm which the present government is doing.

Any new policy will have to start from the everyday experiences of schooling, especially those of working-class parents and children, and from the ways these are structured by the larger distributions of knowledge and power in our society. It will have to be a wider politics too, not limited to questions of access to schooling (equal opportunity), but challenging the modern narrowing of the curriculum to "capitalist schooling", and making a reality of the rhetoric of schools democracy.

If such a politics is to be realised the existing political parties of the left (or those not wedded themselves to become educational agencies. We need to revive, in appropriate forms, a long tradition of popular counter- or self-education, independent of existing public agencies and under the direct control of participants.

Serving two masters

The most obvious feature of the Labour Party's educational repertoire has been a persistent duality of goals. R.H. Tawney's description in *Equality* of the difference between "practical equality" and "equality of opportunity" remains classic.

He identified equality of opportunity as a fundamentally bourgeois creed, born in the battle against the Ancien Regime, and adopted as a practical philosophy by the English middle class. As a social goal it had great strengths; a high degree of openness and social mobility remained, he argued, important in modern societies.

But equality of opportunity was what Tawney called "the Tadpole Philosophy". It was supposed to reconcile some poor wriggling creatures, with no arms or legs, to an early death, on the grounds that some of their friends could "rise to be frogs". "Practical equality", by contrast, a social ideal with roots in working-class experience, questioned these very distinctions.

Labour's Fabianism or Liberalism has been centrally concerned with the mission of managing and reforming a capitalist society, by removing, especially, the most important inhibitions to capitalism's progressive side – a more "open" society. In the more technological or "economic" part of the repertoire the connection is plain enough: Labour's leadership has been concerned to establish the conditions for a faster rate of accumulation of national capital.

The other side of Labour's ideas has revolved around the representation of popular interests in education. Egalitarianism is the elementary form of a popular educational politics, asserting, on behalf of subordinate social groups, a greater degree of fairness. At this very general level of analysis, Labour's repertoire has been formed in the relation between popular interests and "capitalist schooling".

Labour, especially when in power, has always served two masters in this way, usually by insisting on the identity of their interests. It has represented working-class interests as national interests, and national interests, very largely, as the interests of capital. This project of the harmonization of class interests is what, in the end, warrants the term "social democracy".

In the sixties Labour managed a peculiar combination of educational reform and economic utility, based upon the erroneous belief that modern capitalist enterprise required a universal and continuous increase in "skill" within its work force; from the mid seventies (in the Callaghan-Williams "great debate" for example), the ground of "equality" (and a period of more open educational experimentation) was abandoned, in the abject pursuit of "the needs of industry" and the fear of imminent Tory successes.

Popular and especially working-class interests in education were now almost entirely defined in terms of capitalist schooling, as though the possibilities of human development could be contained within the existing social forms. In the end, Labour failed in both of its traditional tasks: it failed adequately to represent popular educational needs and experiences, and it increasingly presided over economic failure, not economic success.

Moreover, once its policies for state education were threatened, Labour found itself in a position of peculiar bankruptcy. Since the early twenties, and still more surely since the War, its educational strategy has been limited to the reform of the state system of schools and colleges. It has not had an educational strategy of its own, and a direct educational relation with the classes and social groups it sought to represent. Its educational influence has often been negative, *holding down popular aspirations* in a form appropriate to the marshalling of votes on election days.

It was to prove difficult, therefore, to develop a new policy more in tune with popular experiences, and with a more realistic grasp of the deep ambiguities (especially for working-class people) of schooling. That challenge, and the same difficulties in responding to it, still face the party in 1981.

Who, then, did the sixties policies represent? It is useful to ask three questions: who were the most important agents in the sixties policies, who were its principal objects, and who were the main beneficiaries?

The most active agents were professionals of various kinds. Under Labour's compact with the teachers, questions of educational content were assigned directly to the profession. The curriculum and teaching methods of schools were matters for professional "experts" and not, as they should be, for an open and contentious politics.

Similarly, questions of the popular control of schooling were subordinated to more narrowly administrative considerations – the province of local and national administrators. This corresponded to a more general shift in the nature of Labour's politics: the relative marginalization of the working-class elements, and the growth of professional middle-class membership and preoccupations.

In his study of these evolutions in Liverpool in the sixties, *The Decline of Working Class Politics*, Barry Hindess shows how the very styles of politics were affected: away from a concern with day-to-day problems and with the grass-roots effects of administration, and towards an overriding stress on principles of national policy. In this second, middle-class, style, administration is regarded as a relatively neutral activity, and the problem of the bureaucratic or coercive character of local state agencies is ignored.

This description fits Revisionism too with great accuracy. Revisionism's educational policy was, indeed, a policy *of* the professionals; of professional researchers who supplied the facts; of professionalized teachers who staffed "the service"; of professional administrators more "expert", in their way, than ministers; and last, and by no means least, of the professional practitioners of politics itself, who decided on questions of priorities and values.

How do working-class people figure in these conversations? They figure predominantly in the

form of problems, of objects, of policy's "target populations". Sociological researchers, official reports and political pronouncements present working people mainly as the bearers of educationally disadvantageous behaviour. They also operated with a notion of "equality" that was close, perhaps identical, to a notion of "soft" forms of social control: the idea of equality-as-a-means-to-social-cohesion.

This picture of the largely middle-class character of Labour's sixties programmes helps to explain the failure of the popular push for comprehensivisation in these years. Again, it was mainly the professional sections of the local middle classes that pushed for these changes. This is reinforced by what we know about the effects of educational expansion since World War II; and what we may suspect (but cannot yet show) about comprehensivisation in the seventies.

Halsey, Heath and Ridge, in *Origins and Destinations*, show that the class chances of reaching university education have remained constant since the war, but that the "absolute gains for the service [ie middle] class were massive compared with those for the working class". "There is", as the authors put it, "no universal law linking expansion to equality." First to benefit were those already in a relatively privileged position.

When we speak, then, of the "popular" elements in Labour's social alliance and educational programme in the sixties, it is important to clarify what this means. The popular elements themselves consisted of an alliance in which sections of the professional middle class were clearly in dominance. This gave to Labour's repertoire some elements of opposition to the purer forms of "capitalist schooling" and training.

In practice, it lent a particular salience to those aspects of social-democratic policy that concerned the educational chances of the children of professionals, and those who wished to become professionals. If Labour's policies were "popular" in this qualitative sense, they were certainly not "working class" and, still more surely, neither socialist nor feminist in character.

It is still not possible to talk about a post-comprehensive phase of school organization, as though this reform was finally secured. But we can consider the effects of a movement towards the common school upon the possibilities of popular struggles around access. The more the ideal of the common school is approached (or believed to be approached), the more a politics based on access loses its clarity and its force. The common senses of "education" now operate with a particular plausibility: when selection is minimized or hidden, it really *does* appear that educational outcomes are simply the result of individual abilities.

In fact, outcomes that are *similar* to those secured under tripartitism by formal selection and exclusion seem to occur in more "open" systems too, but by the more informal interactions of structure and culture. Certainly they are no longer plausibly thought of as *only* a product of "home and school". A politics of access, then, undercuts the basis of its own support (in the experience of conspicuous exclusion) without confronting the most fundamental reasons for inequality. It is in this sense that this politics is "reformist" and incorporative.

If we take account of these various dimensions – the contradictoriness of policy, its middle-class character, the absence of a real, popular and especially working-class connection, and the limits of a politics of access – the exhaustion and collapse of the whole repertoire in the seventies is easier to understand.

Bad news of schooling

The seventies saw the social-democratic settlement become vulnerable on many fronts. A deep and deepening economic crisis undermined its foundations of modernization, while a crisis of social control denied its promise of harmonization.

Supporters of social democracy became more doubting – academics through the work of the "New Sociology", the de-schoolers, Jencks and others; teachers through dissatisfaction with salaries, and their experience of the results of social democratic reforms (ROSLA implemented in adverse circumstances, inadequate comprehensivization). The DES and the local authorities were subjected to a series of disorienting reforms (and critiques) which inhibited any potential defence of social democratic expansionism.

In this context the attack of the New Right was peculiarly well timed and effective. The decade saw the deconstruction of the plausibility well timed and effective. The decade saw the deconstruction of the plausibility of social democratic concepts and the propagation of a new version of "what schools are for".

Fight for Education: a Black Paper appeared in 1969 as a set of dissenting right-wing essays from the margins of the educational world, by which it was largely reviled and discounted. Only six years later, by 1975, the fourth *Black Paper* was able to claim with satisfaction a wide realization that "education had not delivered the goods ... there was now a case that had to be answered".

In the "Great Debate" of the following year many of the writers' assumptions had become indistinguishable from those of the Labour government itself. By 1979 the electorate could walk past a large Saatchi and Saatchi election poster for the Tories: *Educashun Isn't Wurking*. In the ensuing government an ex-minister of education took office as the most committedly right wing premier since the war, and appointed a Black Paper editor and articulately aggressive right wing ideologue as her minister with responsibility for higher education.

It was not just that within a decade the trail had been blazed for a thoroughgoing restructuring of education, but that the debate around schooling and its purposes had been put at the political forefront in the attempted recasting of late British capitalism, as a chief site for the staking out of new parameters of consent.

The dominant political consensus of the sixties, offering social reforms against attempted industrial rejuvenation, had failed to be productive, and had lost its cross-class support in the accentuated version of "modernization". The conservative need was to construct a broader-based consensus of a wholly different kind.

For this purpose, Powellite nationalism, both divisive and anachronistic, never looked adequate: its insufficiency warranted the now extensive search for a new and "popular" conservatism. The first need of such a politics would be to orchestrate the range of disturbances into a near-total dissent from the prevalent consensus and its typical ideas and ways of working, with which the failures (already, 'crisis') could come to be connected. The hour of Black Paperdom had struck.

In *Progress in Education*, Nigel Wright has trenchantly analysed the contradictions and incoherence of the *Black Papers* – their non-sequiturs, inconsistency and often careless or tendentious handling of evidence. But his intellectual demolition of the essays, in a detached and quasi-legal analysis, seems to strike thin air.

The New Right's most potent version of its own legitimacy rested on a new educational populism: "wherever I go I am besieged by people ... anxiously, questioning the present state of British education", wrote Rhodes Boyson. Awareness of an educational "crisis" required no books: "one only needs to talk to pupils, parents, employers and the general public".

It followed that evidence or even consistency were beside the point. The analysis sought its authority first in an appeal to "parents", second in a stress on aspirations to mobility which at the same time suggested their actual or potential frustration. It was these two "moves" in the arguments which preceded but also accounted for their astonishingly high visibility in the "popular" mass dailies.

The key shift was undoubtedly the appeal to the figure of "the parent". This was a basic departure from previous Tory educational work. There was no longer an appeal to "traditional values" of an ever more obviously partial and selective kind. Instead the new attitudes were offered as those of parental worry and unspecified popular disquiet – as ratified by the unspoken (though now conveniently articulated) fears of a parental "silent majority". In a classic "populist" manoeuvre, a version of "ordinary parents" and of parental interests was set against the forces by whom they were scorned.

"The parent" as such could only be a misleading abstraction, which overlaid and disguised differences. Yet its ideological reach was considerable. The "ordinary" parent was particularly reassuring against the permissiveness and rejection of the family imputed to the counter-culture at the turn of the decade. As a reference point "the parent" was classless, without gender, and seeking a better life for the child – a generalizing focus for worries about "the nation" and its children.

It was thus a unifying concept, collapsing differences and neutralising them in a "classless" ideology. This could then be affirmed positively, as advocated by the party's ideologists, against the "divisive" and "anachronistic" concerns with class origin of Labour and the Labour movement which, it was implied, only sealed the working-class child's fate. Attention was turned to "parent power", and to a version of the "them" by which its interests were ignored.

The overarching and plausible reference point for the ideology was the exclusion of parents from the processes of schooling, their lack of knowledge about the institutions which their children were legally obliged to attend. To the undoubted lack of involvement was fixed the powerful suggestion of "what has gone wrong", given the palpable failure of many schools to reach or satisfy children or their parents.

In an offered version of "popular memory" this became the falling off from greatness; a weakness and loss of necessary discipline, a lack of attention to the necessary skills and stages of learning. A parental "us" was rallied against the serried ranks of an indifferent "them".

The Black Papers began in a series of disconnected pushes, but even these served to "organize" some of the conventional axiomatic wisdom, the stock of grumbles, which had retained real purchase while social democratic ideas took hold elsewhere: "up there" in the colleges, government and liberal media. The right's new commentary was inextricable from a version of widespread failure, and that version was offered as "obvious", as common sense.

The ideological case turned (more cunningly amid the bealeagured early seventies) on the importance of aspirations to a better life, and on schools as the central site of their fulfilment, or their frustration. The repeated motif was the warning about the "holding back" of the clever child – and whose child, for a parent, is not?

The opening stage in the right's advance was therefore to commence the percolation of a new "common sense" about schools – however half-formed and contradictory. At this point the ideas had a confusing status, combining general arguments with the advocacy of implausible experiments such as the voucher system, which an elder statesman such as Angus Maude, for example, thought impracticable in 1971.

A show classroom during the Attlee years; are tomorrow's children going to be any better off?

The party leadership, at first uncertain about the whole shift, became increasingly receptive. Here was not so much an ideology which would either ground or conceal the "cuts", which were fairly remote from *Black Paper* concerns, but lines and modes of argument which began to justify an active restructuring of the whole educational system. They could prepare the ground for a thoroughgoing alternative settlement, as the consensus began to break up.

One crucial step remained before the new right offensive could be politically effective. This was accomplished through the construction of a major media "panic" about schools, which sought to harness widely varying anxieties and discontents about education, and to identify sixties policies as their common cause. The implicit proposed remedy then lay at hand in an alternative agenda developed by the New Right.

We chose to look at the *Daily Mail* and *Daily Mirror* between 1975 and 1977. Despite some important differences there was a shared structure of assumptions and definitions. What was presented as a "debate" was in effect a monologue, concentrating on items concerning teachers' lack of professional competence or the negative aspects of pupil behaviour.

Readers learned, for instance, that "the brutal truth is that standards have fallen" (*Mail*, November 4, 1976) that "literacy in Britain is marching backwards" (*Mirror*, February 7, 1975), and that a *Mirror* reporter had not "the slightest doubt that general educational standards have slipped alarmingly in the past decade or so" (April 29, 1976).

Similarly, the papers could employ previous stories (from their own paper or others) as evidence for further reports about, for example, the "mounting backlash against progressive methods" (*Mirror*, April 26, 1976), or the "fact" that "most parents and many teachers believe that children are less literate and numerate than they were 20 years ago" (*Mail*, July 9, 1976).

This was a process of circular validation that enabled the New Right and others to adduce the press discussion as "evidence" of "concern" when demanding the admission of the new agenda into parliamentary debate.

The treatment of counter-evidence was revealing. The Bullock committee's arguments on standards and testing did not fit the New Right agenda and were promptly condemned by the *Mail* (February 19, 1975) as "*Whitewash* spells whitewash". Sir Alan Bullock's report on the teaching of English "shrouds the reality in trendy platitudes", while the *Mirror* referred to it as "the Bullock Report on Illiteracy" (February 19, 1975).

While in mass democracies the views of a small group may be dismissed as of minority interest only, suggestions that these minority views have been substantiated in the experience of the general public can become a "fact" which politicians can scarcely afford to ignore. The invoking of "public opinion" provides a platform and legitimacy for the newspaper's policy recommendations: "the people" want something to be done.

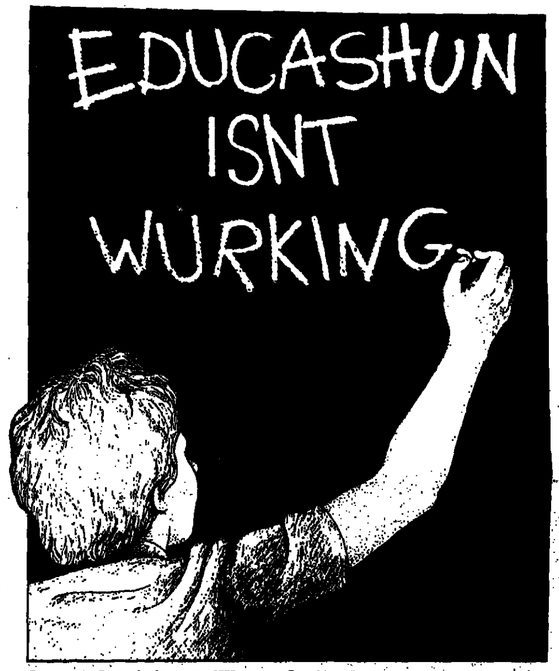
In those ways a new set of assumptions may be given a populist character or inflexion. Definitions of the problem become self-evident and self-fulfilling. The gaps and uncertainties of popular knowledge have attained the confident coherence of "public opinion".

One axis of the press's operation was a representation of the right's agenda as rooted in a sturdy common sense – the "reality" to which "theory bears very little relationship" (*Mail*, July 19, 1976), the "simple truths" to which "extraordinary as it may seem" many staffrooms would need to be converted by a "big crusade" (*Mail*, April 5, 1975). Inequalities were thereby naturalized, authoritarian pedagogies buttressed, and any signs of the agenda's adoption in policy greeted as a "sign of a return to sanity" (*Mirror*, October 14, 1976).

The other, related strategy involved the construction of an image of the popular voice speaking through the press's mouthpiece. There were confident assertions that "millions of parents are desperately worried about the education their children are receiving" (*Mail*, April 27, 1976) and that "parents throughout the country are becoming increasingly frustrated by the lack of discipline and the low standards of state schools" (*Mail*, January 18, 1975). Even more potent was the version of a child's voice, repeatedly appealing for fair treatment: "please don't be trendy" (*Mirror*, April 26, 1976). Through indiscipline in schools was freely linked to industrial disruption and social delinquency, the majority of children were "decent, hard-working individuals who want nothing more than to get on with their studies in peace" (*Mail*, April 1975) while – in an exceptional moment – even violence was accorded a rationality caused by "the impatience and frustration of children who realised that they had been cheated by progressive schools and had not reached a good standard" (*Mail*, January 13, 1975). What were exponents of a child-centred pedagogy to do if even children were demanding a return to more formal methods?

The disintegration of social democratic assumptions then came together with the new agenda and the weight of press polemic to allow its grateful and agile adoption by the Labour leadership. Shirley Williams adopted the argument that "there is no greater betrayal of a child than to fail to provide him or her with the basic skills for work and life" (*Mirror*, January 8, 1977). The same report noted the convergence of Williams, Callaghan and Boyson, just as the 1977 Green Paper accounted for Callaghan's Ruskin speech on education as prime minister as being "made against a background of strongly critical comments in the press and elsewhere on education and educational standards".

It would be wrong to suggest that the *Mail* and the *Mirror* were one and the same creature. But it was through the largely shared language of crisis in the press and the mainly agreed agenda for action that governmental response was triggered. The *Mirror* praised the Green Paper authors for having done their homework, while the *Mail* was forgivably triumphant: "the penny had dropped. The Government has finally made it official: our schools are not wonderful" (July 22, 1977).



Conservative Party election poster, 1979, courtesy Saatchi and Saatchi.

Choice contradictions

If we look at the structure of the New Right's ideology of schooling we find twin themes of naturalisation and individualism reappearing. The ideology gives a strong definition to the natural, self-evident purpose of schooling – it is concerned with the competitive differentiation of pupils, and with a provision of a service to industry.

The content of schooling is similarly self-evident (a return to "the basics"), while competitive differentiation only serves to reveal, of course, "natural" differences in ability, application and interests. The individualism of the ideology stresses schooling's importance for individual mobility, and makes education subject to the individualism of the market place.

At one end of the repertoire the concern is "freedom", and the crucial argument is around "parental choice". This perfectly expresses, in a succinct form, all the main themes of Conservative policy: negatively the opposition to Labour's statism and professionalism; positively the belief that market principles in education will secure a greater measure of justice to individuals than will collectivist interventions.

Under the slogan of "parental choice" it is possible to justify the whole range of structural changes – towards the re-introduction of selection, the competitive setting of school against school, the re-enhancement of private education, the reduction of public expenditure on elementary state services. What the "tax payer" or "the economy" (ie, the middle-class parent and the businessman) can no longer afford, every "good" parent should now endeavour to provide "voluntarily".

Ideologically, the effect of this is to homogenize the parental community, and therefore disguise the grossly unequal social costs of policy. Practically, it means that every source of educational inequality will be immeasurably deepened.

In a more general sense, the stress on "parental choice" is profoundly undemocratic. Parents are reduced to the status of consumers – but on behalf of their children – shopping around in the school supermarkets. They are to have as little or as much control over what is "offered" (or what they can "afford") as their current resources permit. We are invited to choose from the range of goods available, but this is a very different form of "choice" to that available to the citizen (parent or non-parent) in a properly democratic policy.

The main "lines" in the supermarket are to be determined not by an active, participating politics of schooling, but by measures of "necessary" scarcity. The main escape from these constraints, and the direction in which Conservatism impels especially the middle-class parent, is to shop elsewhere, in the luxury markets of private education and a purchased privilege.

More than this, "parental choice", by sanctifying parenthood as the ownership of children, treats children not as present or future citizens, with equal rights to education, but as adjuncts to families, which in their real social existences have markedly unequal resources and powers. The "rights" of children exist, therefore, only to the extent that the social and economic location of their parents permits them.

It is on the dual issues of winning consent and securing economic success that the new politics will be made or broken. So far an old ideological repertoire has been broken up and another propounded. This does not represent a stable acquisition of consent. One vote in May 1979 certainly does not, unless we fall under the spell of the "mandate" arguments, represent popular enthusiasm. It represents, more plausibly, a sense of the weakness of social democratic solutions, and a willingness, highly contingent on ultimate success, to try another way.

The central contradition here is the conflict between the electoral advantages won and the perceived effects of subsequent policies. If recession continues and deepens, consent sought on the promise of prosperity will rapidly dissipate. Similarly, the appeal to national unity stands in contrust to the deepening social inequalities, in class, gender, race and region, produced by state action, or measured inaction. The rhetoric of freedom looks thin next to policies in which the state steps aside to allow further subjugation to "natural" laws – actually to economic imperatives.

The "cuts" provide the most immediate problem in relation to schooling. The disparity between a commitment to improve standards and yet also to cut expenditure requires considerable negotiation. The fiction of the 'non-educational' nature of the cuts has already been punctured. The cuts of course are actually redistributive: they take away from the state schools while giving to the independent sector. They move resources from rural and inner city areas, from working class families and from the unemployed, to the schooling of elite and suburban groups.

Such movements stand in the grossest contrast to the appeal to "parents" as an undifferentiated unity, on behalf of "our" children. The populist appeal presents a further series of problems. A more authoritarian form of state is masked by a populist politics – the state becomes increasingly active in social life as ideology declares its withdrawal in favour of entrepreneurial initiatives.

Part of an attempted resolution of this contradiction is the coding, in rhetoric at least, of limited forms of "consumer control" in certain areas – particularly schooling. Propounded as a search for means by which (wayward) teachers can be held responsible by the "public" for their actions, the actual results have less to do with the involvement of "non-professionals" in schooling than a considerable tightening of forms of direct control – again a greater authoritarianism masked by a populism.

Yet this tendency, the very appeal to parental control, could provide a greater impetus for a genuinely popular politics *opposed* to the general direction of state policy than did social democracy's reliance on professionalism and expertise.

Educational "Thatcherism", then, is deeply contradictory, and will continue so even if its economic strategies secure some long-term successes. Its failures, however, will be no matter for rejoicing on the left. In the absence of a new and developed socialist alternative with a similar global reach, we will simply be returned to the dilemmas of the seventies, with fewer real resources and less hope.

In many senses the contest between social democracy's unpopular education and Conservatism's capitalist schooling has been lost. The contest between capitalism and discipline, and socialism and education, has not been even attempted.

These extracts are from Unpopular Education: Schooling and Social Democracy in England since 1944, *published this week by Hutchinson (£12; paperback £4.95). The authors are Steve Baron, Dan Finn, Nell Grant, Michael Green and Richard Johnson.*

review

Strangers riding by

Lucy Hughes-Hallett on the subtle power of the short story

The Oxford Book of Short Stories.
Chosen by V. S. Pritchett.
Oxford University Press £9.50

The short story, as V.S. Pritchett points out in the introduction to this treasure trove of an anthology, is a poetic, not a prosaic form. Great stories, according to his definition (he considers that Thomas Hardy's stories are really novels but that his poems rank high among short stories) work by allusion, by the potency of imagery and by the suggestiveness of form. Their very brevity lends a resonance to the little that is explicitly stated. Their endings invite contemplative pauses.

A novel, by its amplitude, can often create the illusion of comprehensiveness, so that when the narrative ends it seems that a resolution has been reached. Not so with a short story. Even so perfect a fable as Conrad's *The Secret Sharer* reads like a chapter in a longer narrative. As the castaway swims off into the darkness and his double resumes control of his ship the reader is left with a sense not of accomplished action but of a revised set of possibilities. The catalyst has been introduced. We have seen enough fizzing to know that the contents of the test tube have been altered by it but we can only guess at their final form.

From his own oeuvre Pritchett has chosen an apparently unassuming work. Four men, colleagues sharing a day off, bicycle up to pub by the lonely crossing of a Roman road with a more modern highway. There is no bar. A woman who seems inexplicably agitated receives them and explains that the place in fact is not a pub, the map is misleading, but she does do teas. Tea and tomato sandwiches are duly consumed. One of the men flirts inconclusively with the woman in the kitchen, watched by a silent child. Nothing else happens, the bicyclists go away, the woman waves.

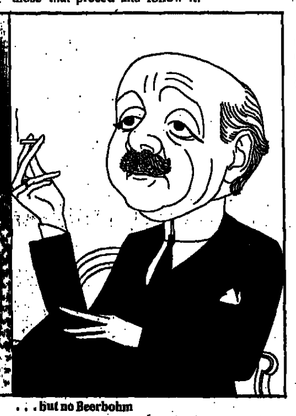
This is minimalism at its best. The precise attention to detail charges the encounter with extraordinary tension, reducing it to slow motion and bringing it into surreally sharp focus. The woman is a total stranger to the group of men. Their lives touch. The encounter is not, as far as we can tell, crucial to either party but, Pritchett seems to be saying, it might have been. Indeed, without our understanding why, maybe it is. The sense of that which might have but did not take place gives the little episode an atmosphere that is almost that of incipient violence.

It is a powerful piece of writing and it haunts the memory, as do many in this marvellous anthology. With a few honourable exceptions (it would have been perverse to the point of wilfulness to have left out Poe's *The Fall of the House of Usher*) Pritchett has avoided making obvious choices. Katherine Mansfield's offering is set, not in a German pension, but in the outback while Kipling's *The Record of Badalia Herodsfoot*, in which sentiment and brutality mingle to produce something which is far better than either, is set in the neighbourhood of the Strand. Ernest Hemingway's contribution is a delicate study of the turning point in a love affair and Doris Lessing, sensitive chronicler of South African girlhood, here describes a London boy's sexual initiation. The originality of choice is not exaggerated. Hawthorne, Saki, Joyce, Faulkner, Cheever and Trevor are all represented by stories which, if not necessarily the most famous, are perfectly representative of their work.

There are one or two questionable choices. In this illustrious company Elizabeth Bowen's *The Demon Lover* seems a little crude in conception and H. E. Bates's *Never* excessively flimsy. And overall, the anthology is low on laughs (Pritchett apologises for excluding Beerbohm and P. G. Wodehouse on the somewhat suspect grounds that they have been "over-anthologized"; the same could be said of over half the authors whose work is included). But fair's fair; tastes differ and Pritchett is at pains to point out that he has brought together a selection of his personal favourites, not a kind of hit parade of the World's Best.

The stories are arranged chronologically, according to author's date of birth. And while volumes of short stories by a single writer induce indigestion if swallowed whole, this collection repays reading straight through, from Sir Walter Scott's terse adventure-tale, *The Two Drovers*, an epic in miniature, to John Updike's piece of incantatory introspection, *The Lifeguard*. The enormous variety of tone and intention allows each story to make its own impact without detracting from that of those that preced and follow it.

Bowen...



...but no Beerbohm

Pritchett traces the development of the short story from its first flowering, in the hands of Hawthorne and Poe, as a self-sufficient, exquisitely-crafted fable, through the more open-ended introspective examples to the modern mode, which he sees as a return to beginnings, a deliberate attempt to revive the mythical possibilities of narrative. His chosen stories illustrate his thesis, but more striking than the changes are the constants.

The difficulty of communication between human beings and the inscrutability of external reality are themes implicit in the very form of the short story. We, the readers, are plunged into a stranger's life, usually at some point in that life which seems crucial. There is no time to be filled in on the story to far, nor for the denouement to be described in detail. Like a good backgammon player the writer of short stories should not need to play the game out to the end. We must make our own deductions from the fact that it is the hero's mortal enemy who, in Ambrose Bierce's *The Coup de Grace*, witnesses his mercy-killing. We must imagine for ourselves precisely how Frank O'Connor's narrator will be altered by the traumatic execution of two prisoners of war.

Often the narrative viewpoint is that of an outsider, so that the reader's bewilderment is comforted by that of an equally ill-informed narrator. Children, who view the adult world with innocent and therefore misconstruing eyes, make frequent appearances, most notably in Sherwood Anderson's acutely moving account of the loss of that innocence, *I Want to Know Why*.

For similar reasons this volume is full of strangers riding by. The anonymous narrator, reining in his horse to contemplate the House of Usher, beforre entering its fateful, creaking portals, finds himself possessed by a strange fancy, that the house and its encircling moat are enclosed in an atmosphere peculiar to themselves – "an atmosphere which had no affinity with the air of heaven but which had reeked up from the decayed trees, and the gray wall and the silent tarn." Other travellers are similarly absorbed, usually only temporarily, into the mysterious lives of those they visit. Mansfield's itinerant labourers, Eudora Welty's little girl paying her duty visit to an old people's home, Pritchett's own bicyclists – each lead the reader into a new place.

Other visitors, Conrad's guilty castaway, the long-lost brother in John Cheever's story, William Sansom's murderer, the commuter who finally stops to make a telephone call in Patrick White's story, are in themselves mysteries. They bring their strangeness into a settled world, bringing that world into sharp focus and changing it, both for the other characters and, in the best stories, for the readers. And in this collection nearly every story ranks among the best.

His picture, his booke

Katya Watter on images of Shakespeare

William Shakespeare: Records and Images. By S. Schoenbaum.
Scolar Press. £38.00. 85967 625 0.

The portrait of Shakespeare selected for the dustcover would not be immediately recognized by most people: even by someone more than merely casually acquainted with the plays. It is, as Professor Schoenbaum says, an idealized version of a better known portrait, itself a doubtful likeness, with "wonderfully soulful eyes" and, "might creditably have been a poet and player of genius".

And this is the kernel of the matter: Who is Shakespeare? What is he? We do not know anything much at all. Can we "credit" that this soulful but weak creature of the dust cover – a portrait of doubtful provenance to be found on the head of a cravat pin – is the Shakespeare of *Lear* and *Macbeth*? One feels he might have written *Hamlet*). Or of the shrewd business man of the theatre world, the friend and chosen negotiator in the Belott-Mountjoy marriage? On the other hand, can the self-satisfied effigy of a respectable burgess in Stratford Church represent the godlike bard? Or should it be rather the familiar Droeshout bust that has earned comments ranging from "horrible hydrocephalus development" to "magnificent bald cranium"? The one of which Ben Jonson said equivocally: "Reader, looke / Not on his Picture, but his Booke," which tells us nothing much except that its ugliness did not immediately call forth condemnation from a contemporary who knew Shakespeare well.

In this shadowy world of truth, romantic supposition ("there is much virtue in an 'if'", as Touchstone says) and forgery that Professor Schoenbaum sets out to investigate and record. His text has the lightness with which we are familiar from his earlier books, notably, *William Shakespeare: A Documentary Life* to which this is the companion volume promised in its preface. He examines his source material, accepting his own technical shortcomings in, for example, such matters as the assessment of the genuineness of handwriting, and discusses also, with a pleasant lack of malice, the work of others on those sources.

However, the *raison d'être* of this book, states the preface, is not the text, which is directed at the layman rather than the scholar, but the facsimiles. The portraits, the signatures (all we have that are indubitably Shakespeare's own writing) many of the documents, forged as well as authentic, will appeal to all: to specialists as well as to many an Autolycus of the coffee tables. But was it really necessary or useful to print eight pages of Thomas Greene's diary, cousin of Shakespeare's though he may be, written in a "rapid, crabbed hand [that] has presented difficulties even for experienced palaeographers; difficulties which are compounded by the faded ink on mottled paper."? The layman turns the pages rapidly or concentrates on the transcripts provided. A similar comment is perhaps also in place for the seven facsimiles of the Simon Forman Play Book; of of the facsimiles of the depositions in the Belott-Mountjoy case.

It is not quite clear whether Professor Schoenbaum is presenting the material for the library or the drawing-room or even whether it is rather, by means of photographic record, attempting to preserve copies of documents in process of being ravaged by the nibbles of time.

Some of the material here is not new, but Professor Schoenbaum's explanation for this is valid: the inconvenience of cross-reference with other books, possibly not to hand. Much of the material is of peripheral interest only, as it deals not so much with Shakespeare's own activities and contributions to affairs as with those of others associated in those affairs with him, as, for example, the already mentioned copies of the six depositions, in addition to Shakespeare's own, in the Belott-Mountjoy case. The history of New Place and its details of the murder of his daughter by the previous owner is sufficiently sensational though perhaps only tangentially relevant; the story of the Welcombe Enclosures, in which Shakespeare does little more than sit on the fence, is given more space than what Robert Speight called a "rather tedious controversy" deserves. The account of the forgeries of Ireland and Collier is both fascinating and amusing but has little to do with Shakespeare himself. The same may be said of the text and pictures reproduced in *The Ages of Shakespeare*. Moreover Professor Schoenbaum adds his contribution to the mass of romantic supposition when he asserts that "no doubt apples grew in Shakespeare's orchards and roses in his garden" on the grounds that both are mentioned in the plays and poems. (Why only these? Why not medlars, apricots, rosemary, thyme, gillyflowers? The list of omissions is a long one.)

For the first time, in the chapter entitled "Shakespeare at the Stationers", the entries of Shakespeare's plays and poems appear in facsimile *en bloc*. The outline of the formation and rules of conduct of the Stationers' Company will be of interest to the layman, although, naturally, familiar to scholars and students. The list of Shakespeare's stationers will be of interest, if only for the sake of the corrections Professor Schoenbaum has made to list to be found elsewhere. The index is thorough and accurate.

At £38 this is an expensive book and should not need to be accompanied by a list of Addenda and Corrigenda – itself not exhaustive.

Despite these qualifications, this book is a pleasure to browse through or to read and can be useful to consult. But whether this is all that Professor Schoenbaum intended it to be is another matter.

arts

Catherine Deneuve, Paulette Dubost and Sabine Handepin in 'The Last Metro'

An underground film

François Truffaut's *The Last Metro* is in many senses an underground film. In his Paris of the German Occupation, the camera (Nestor Almendros's, as in such outstanding looking Truffaut films as *L'enfant sauvage* and *Anne and Muriel*) rarely rises above head height and when it does it is only to travel up a façade. It spends its time in shadowy corners, in the cellar where a Jew hides out against the Gestapo, in the backstage areas of the theatre whose threatened existence forms the outline of the narrative, occasionally in a hardly lit café or night-club. It is a film played *contre-jour*.

The camerawork and lighting impart the claustrophobia of that sinister time when everyone was, perforce, leading some kind of double life. The theatre's new found star (Gérard Depardieu) has another job, with the Resistance, after each night's performance; the play's erstwhile director is dangerously far from where he's supposed to be; his wife (Catherine Deneuve), left to run the Théâtre Montmartre in her husband's absence, has to juggle with several parts; even the concierge's young son is secretly growing tobacco. Raymond, the theatre's Jack-of-all-trades and chief provider of light, is, it appears, the only character with one role.

Truffaut's theatrical setting, his play within a film, is thus an apt image, and the *trompe l'oeil* ending fitting in a work about deception – all sorts of deception. If the play, faintly menacing to the Germans, its subject the long-standing deception of a woman by a doctor with a crime to hide, comes over banally enough to us, it is largely because we watch the slow construction of the artifice. We share, too, in the intimately guarded secret of just who is directing the production. Nothing is as it seems.

The deceptions of the authorities themselves, the lie on which their philosophy is based, are personified in the figure of the influential French editor and drama critic of *Je Suis Partout*. He is manipulating, vilifying, wheedling. Masquerading as mediator, as friend of his compatriots and his culture, he is more perfidious than the Germans. With the Liberation he falls (though not to his immediate death), but the film retains its feeling of enclosure, perhaps to cut off the then from the now, perhaps to remind us that we are still beleaguered, that people's lives are still darkened by the forces of prejudice, propaganda, and distortion.

Truffaut regulars will recognize many of the director's hallmarks: the use of voice-over narrative to provide a framework to the film, the presence of a charming and amusing womanizer, the prevailing humour, the pleasure in the mechanics of the mise-en-scène (this time in the theatre) the almost routine visit to a printer's. *The Last Metro* offers no surprises as to where Truffaut's sympathies lie, the tone is familiar; but it shows his turning to a more public realm than he has lately inhabited and bringing illumination to it.

Sue Lermon

Interiors

Jenny Oldfield

I was in Broadmoor.
ATV June 24
Broadmoor. By David Cohen.
Psychology News Press £6.95. and £3.95.

For a film-maker there are troubles, as Nigel Evans discovered with *Silent Majority*, in getting cameras inside closed institutions. People accuse you of callous voyeurism, biased edition, emotive narrative. But you emerge with a harrowing, conscience-jolting piece of film. Subsequent cries of professional misconduct resemble a man protesting that you mustn't pull his hair as he drowns you.

David Cohen couldn't get into Broadmoor to make *I Was in Broadmoor*, so no thrills for the voyeurs here. No shots of the insanitary toilet shared by 50 or so patients, of the ECT machine sometimes administered without anaesthetic, of dormitory beds 162 inches apart, of staff jives as patients are weighed naked, of barred windows, high, bare walls and drab Victorian corridors.

Cohen's accompanying book, *Broadmoor*, fills in these details, but the film-maker's frustration at not being able to show us is reflected in frequent shots of the exterior; a red-brick fortress with prison-style lodge, high, small windows, and the ominous rural signpost; Broadmoor half a mile.

Secrecy, he says, is the poison. Broadmoor should open its doors on its 800 patients, end its isolation, its outdated medical hierarchy and neglect of long-stay inmates. Strangeways Prison and St Lawrence's Hospital might not now agree that the camera is a productive way to explode that secrecy, but though Cohen's film concentrates exclusively on interviews with ex-patients and staff, and chips away at the problem from the outside, the end result is as devastating. Closed institutions in large, outdated, overcrowded buildings dehumanize, corrupt and allow the rest of us to look away. "We don't want it here", said a spokesman for a local group protesting against the siting of a progressive small secure unit in Hellingly Hospital, Sussex.

The criminally insane receive sensationally bad press. If Mad Axeman escapes from Broadmoor there is public outrage. The truth that 20 per cent of patients have never committed an offence, and that many others are of a non-violent kind doesn't hit the headlines. David Cohen tracks down a mixed-bag of ex-patients and demolishes the Mad Axeman myth. There's Liz, an epileptic self-injurer who, "Oddly enough . . . quite looked forward to going to Broadmoor" – for treatment. Brian, an articulate agoraphobic and depressive who absconded hospitals and was "ghosted" to Broadmoor. Derek Stanley, who set fire to a barn, didn't survive the Scrubs, and went to Broadmoor for 16 years.

They are, you're puzzled to discover, versions of you and me who actually survived the boredom and brutalization of our most-feared psychiatric institution.

Brutality, substantiated by ex-nurses, lack of contact with psychiatrists (42 minutes in two-and-a-half years for one patient who logged each minute), difficulty of appeal, absence of independent tribunals, heavy reliance on sedatives and a cynical use of *milieu* therapy.

Nurses need not belong to the POA and wear Prison Officer uniform. The regime should not rely on over-controlled behaviour in which certain psychotic patients thrive, appear rehabilitated, obtain release, only to crumble into violence once the external control vanishes. Solitary confinement is not therapy. MPs should investigate, and implement official reports.

In the end, who is to blame? These programmes do hold up a mirror to our society and say, yes, we do incarcerate people in compounds, tie boys to posts, muddle the sick with the criminally violent and subject them to conditions less humane than the Victorians who built the places. Who decides which patients are "fit for Broadmoor"?

I've talked with a 19-year-old convicted of pushing a girl into a canal, a youth who killed a policeman in a hang-fight, who aren't there. An epileptic and a housebreaker are. Who in our world would benefit from Broadmoor?

Cohen paints the Department of Health black in both book and film, with the 1959 Mental Health Act as the instrument of villainy. Like Nigel Evans, he pushes for small units where authority is not abused, where staff and patients are not dehumanized by the nature of the institution. He blames sensationalist news coverage, but no individual. There are though culpable individuals: myself for accepting a "totally wrong system", the rest for agreeing "not to think too much about it."

Despite its problems of lack of cooperation, reliance on eye-witness accounts and the sheer difficulty of fixing our interest on talking-heads for 60 minutes, the programme did arouse anger, shame, a reforming zeal. ATV's second programme especially made for the International Year of the Disabled was balanced, lucid, a shock to the intellect rather than the senses. Those talking-heads have seen more, suffered more intensely, battled harder than is comfortable to imagine.

Shepherd's calendar

The Shepherd's Calendar. By John Clare. Edited by Eric Robinson and Geoffrey Summerfield.
Oxford University Press £5.95. 19 211349.

The language of common everyday description, objected to so much by Clare's first editor, John Taylor, is just what makes his poetry so vividly appealing today. This unexpurgated version of Clare's longest poem, first published in 1964, beautifully illustrated with woodcuts by David Gentleman, should delight nature-lovers as much as readers of poetry. In this season for example, in the summer, when:

"Insects as small as dust are never done
Wi' glittering dance and reeling in the sun"
in June, or in July:
"If breeze is stopt the lazy bough
Hath not a leaf that dances now . . .
The feather dropt from morehens wings
Upon the water surface clings"
the world that Clare presents is as vivid now as nearly two centuries ago.

Panorama

The concluding paragraphs of Marcel Berlins's review of last week's *Panorama* were inadvertently omitted. They read as follows:

Most moving of all was the answer given by a Lutheran bishop when asked whether he would give food, shelter and help to guerrillas. "They are part of my emotional experience . . . part of my agony", he said. He would give such assistance. A system which forces such a man into that position is poisoned indeed.

The programme aimed at too many targets, and hit only some of them. There was an unnecessary and facile child's-guide to show that the government's policy of creating "independent" homelands was a misery-creating fraud, and an inconclusive inquiry into the extent of Soviet influence in southern Africa. It hardly comes as a surprise to be told that Russia is trying to destabilise the area by supporting guerrilla movements there, nor that the South African government blames much genuine unrest on Communist plotting. When Panorama stayed with people, it was informative and effective. Its weaknesses became obvious when it strayed into politics.

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1900 VOICES IN CONCERT — see panel

Thursday July 16
1030 DANCING AT THE NATIONAL FESTIVAL — see panel

Friday July 17
1030 Instrumental Ensembles
A wide range of instrumental performances by senior schools, including steel bands, percussion, wind, string and other mixed ensembles

1200 JAZZ AT THE FAIRFIELD — see panel

Saturday July 18
1030 Brass Bands
1300 LOCAL BRASS CONSORT
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Holmfirth High School Choir
Holmfirth High School Chamber Group
Ichthi College, Southampton
Lanyon School, London
Lincolnshire County High School
Penweddig Vocal & Instrumental Ensemble, Aberystwyth
Rossbrae School, Tyrrell
Stanway Comprehensive School, Fiftenaere Post

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Friday July 17 from noon to 10.30 pm.
A day devoted to the development, appreciation and performance of youth jazz and contemporary music
JAZZ CINEMA AT NOON
Classic Jazz on film, presented by Brian Priestley
NATIONAL FESTIVAL REHEARSAL BAND AT 2.30 pm.
Eddie Harvey directs interpretative playing on the jazz orchestra — being an involvement and look on
MICHAEL GARRICK TRIO at 2.30 pm.
Improvisation in the small jazz ensemble — being an instrumental with you
SCHOOLS BIG BANDS AND JAZZ GROUPS AT 3.00 pm.
A programme featuring performances by five schools' jazz groups. Will your group be the thirteenth? We regret only the one we write
JAZZ AT THE FAIRFIELD AT 6.30 pm.
A concert featuring 350 of the country's top youth jazz musicians
Bedfordshire Youth Jazz Orchestra
Hailsham Youth Big Band
Durham Youth Jazz Orchestra
Ring Edward VI College Youth Band
Solihull Youth Jazz Orchestra
Stockport Schools Stageband
Walsall Youth Jazz Orchestra
Wirral Metropolitan Stage Band

JUNIORS AT THE NATIONAL FESTIVAL
Thursday July 16 from 10.30 am. to 6.30 pm.
AVRIL DAINWORTH introduces performances by 1000 infants and junior school children in a day-long programme of vocal, instrumental and creative music-making

YOUTH ORCHESTRAS IN CONCERT
Saturday July 18 at 7.00 pm.
CHRISTOPHER HOGWOOD introduces the finale of the 1981 Festival.
BROMLEY SCHOOLS CHAMBER ORCHESTRA
Conductor: Ian Francis
Excerpt for Strings — Tchaikovsky
BURY METROPOLITAN YOUTH ORCHESTRA
Conductor: Jeffrey Vyvyan Davies
Soloist: Mark Bethel
Overture — "Hungarian Peasant" — Bryan Kelly
Cello Concerto, Op. 107 (1st mov't.) — Shostakovich
"Things to Come"
HUDDERSFIELD INTERMEDIATE YOUTH ORCHESTRA
Conductor: James W. Morgan
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Conductor: Bernard Keeffe
Soloist: Tina McFarlane
Violin Concerto No. — Bruch
LEEDS YOUTH ORCHESTRA
Conductor: Ray Rimmer
Soloist: Bill Dunne
Concerto in F major for Piano & Orchestra — Gershwin
SURREY COUNTY YOUTH ORCHESTRA
Conductor: Ernest Morgan
Soloist: Michael Cain
Concerto for Alumar (1st & 2nd mvmts.) — Rodrigo
Overture, "Carnaval Romain" — Berlioz

Seats for Youth Orchestras in Concert £2.50, £2.00, £1.50. Ticket is available from Fairfield Halls Box Office Tel: 01-688 9291

arts

Sea, jungle and city

Victoria Neumark

Brazilian Primitives: Drawings by Jorge Santos.
African Centre, 38 King Street, Covent Garden, London WC2. Until July 4. Admission free. Seminar to be run at end of July.

A fecund world, brassy with colour, bruised with poverty; sea, jungle and city spilling over into one another in a passion of growth; the drums of Macumba, the religion of slaves from Africa, pulsing through the colour like blood; that is the Brazil of Jorge Santos, whose beautiful, sometimes painful drawings are on show at the Africa Centre.

A feeling for the poor, their huddled and sporadic exuberance, is the natural consequence of Jorge Santos's own life. Orphaned at an early age brought up in a repressive Catholic institution until he was nine years old, he was then adopted by a Lebanese family. His adopted sister first took him to a Macumba gathering – those sessions on Friday nights where the sacrifice of a chicken and the sounds of the sambe create ecstatic trances and propitious climates for spells. Macumba, suppressed by the Catholic church of the ruling classes for more than a century, fuses the African religions of the West Coast with some of the iconography of Christianity. It is the spiritual component of a mutual aid system amongst its practitioners. The rich symbolic variety of the country of Brazil.

One of Jorge Santos's drawings, "saci-pareré" ("Bogeyman") shows this: between the priests of Catholicism and Macumba lurks the phantom of the landscape. Only the preto velha of Macumba can turn his head to recognize this ghostly presence of which the Catholic, alienated from his setting, is afraid.

This theme, of the inappropriate forms of Christianity and the harmonious forces of the Macumba devotees and gods, is echoed throughout Santos's work most particularly, in the large portraits which take up half the gallery space. The stilted figures of the religious "Filhas de Maria," the awkward torments of "Sao Sebastiao", martyred anew in a Brazilian *favela* (shanty town), or the rigid posture of "Sao Francisco" asleep contrast with the open ease of the sleeping "Preto Velho", "Preta Velha", and "Cangaceiro" (a kind of outlaw-Robin Hood figure). Against a lyrical, almost Pre-Raphaelite, background, the "Trindade" of Yemanja (Aphrodite-type goddess of the sea), Pai de Santo and Mae de Santo (Father and Mother of Saints, the one a deity, the other the spirit which infuses all priestesses) swim in triptych of the romantic purples, greens, blues and orange-reds which dominate Santos's work. The separate portraits of "Pai de Santo" and "Mai de Santo", particularly the female, who laughs broadly, cigar in hand and beads round her neck, seated before a spacious shore, reinforce this feeling of the rightness of Macumba in the setting of Brazil.

Santos's other theme is a sadder one. The tired, fertile body of the reclining woman in "Vida de Careledo" ("A Day in the Life"), the bright hard-edged figures in "Lavander" (Washerwoman) and "Familia" reiterate the dreams and despairs of the *favelar*. In the first two series of drawings in the exhibition, Santos's particular techniques of continuous fields of cross-hatched colour, where penstrokes seem to stand for a painter's brush, and of ink wash interrupted with lines and fragments of drawing are more evident than in the large portraits. In some ways these smaller pictures are more successful: the geometric integration of the forms of slum houses with hills and sea, into which figures are stuck like in "Favela" or "Baixada" (Slum, Corner shop) paper dolls, or the riotous spurts of colour in which float parts of a woman's body and babies in "Vida Interior" (Inner Life) are more original and more self-contained than the larger works. "Regresso", ("Return") in which a sexual coupling cum return to the womb floats in a drifty flood of mellow orange inked into crevices of detail, is stunningly beautiful, as is "Primavera" (Spring). In an excited fountain of purples, pastels, and blues the figures of a tropic spring melt into nd out of their fantastic background.

Jorge Santos hopes to learn engraving at the Slade this year. The results are eagerly awaited.

Jorge Santos: Filhas de Maria Paul Joyce

Animal animation

Animal Builders. 0 416 05890 6.
Animal Athletes. 0 416 05880 9.
Animal Acrobats. 0 416 059900 7.
Animal Surprises. 0 416 05870 1.
Illustrated by David Nockels.
Methuen £1.50 each.

Pop-up books are back in fashion, but they are different from the garish pictures of zoo animals and pirate ships which used to lurch crudely from the page when I was a child. If you read the small print details of this little quartet, you find the names of John Stjan, designer, and James Roger Diaz, paper engineer, and these two by rights should be credited on the title page along with the illustrator for it was clearly a joint effort which produced these delightful "Animals in Action" books.

Each book takes a set of six animals and shows them in an activity defined by the title, which a short paragraph of information on each page. This makes for short books, but they are good value. Flying fish skim the sea, penguins slide icy slopes, a beaver fells a birch tree, bees fly to a wild rose, dolphins and salmon leap. The illustrations and articulation are of an extremely high standard of accuracy (almost without exception – though the colouring of the small tortoiseshell butterfly in *Animal Surprises* has gone awry). The effect of some pages is quite magical, and even after the first surprise has passed, the books continue to give pleasure. Also, perhaps surprisingly, since they look so fragile, the design is quite robust and even if questing fingers remove some of the moving parts, these can be stuck back and will work just as well as before.

Francesca Greenoak

Impressions of Paris seen through the eyes of its painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters.

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Rent-a-heckler

There is a well-known story about a remote and ineffectual don who, after long waiting, received a letter inviting him to appear in a television programme and saying that the fee would be £30. He replied immediately: "I am delighted to appear on your programme and enclose the fee of £30".

Few people can resist an invitation to appear on the box and Richard Hoggart and myself have succumbed many times over the years. Last week, however, we firmly refused a very pressing invitation to appear on a programme about funding the arts, even though we were assured that the programme could scarcely proceed without an Arts Council presence. (Dr Hoggart is Vice-Chairman, and I am Secretary-General of the Arts Council.)

It did, however, proceed after changing reports of who was going to appear. Mary Whitehouse was promised at one stage, but the panel was finally composed of Norman St John Stevas representing the moderate right; Paul Johnson representing the more extreme right; Melvyn Bragg representing the moderate left and Su Braden representing the more extreme left. There was also a laboriously selected audience of about 150 people including artists and other personalities along with many "ordinary working people" (as politicians love to call them), brought (presumably at great expense) from places like Liverpool and Newcastle.

The venue chosen for the programme was The Old Vic Theatre, which the Chairman, Desmond Wilcox, described in his opening words as having been "killed" by the withdrawal of Arts Council subsidy. The combination of emotional force and factual inaccuracy in that one word characterized the whole programme. Hoggart and I had been influenced by seeing the preceding one, which had persuaded us that the series (entitled "Where it Matters") would generate lots of heat and very little light.

The producer assured us that the programme had been exceptional and that two others had been very reasonable. Nevertheless, one of them was described in these columns as "a routine political slanging match". No wonder, one newspaper in billing the arts programme described it as the last in a series of "Rent-a-heckler" programmes. Even Wilcox closing it to a background of heckling and an eerie braying laugh, had to confess it had been a "somewhat noisy" series.

The television formula of panel plus selected audience is, of course, by no means new. The astonishing thing is that the producer of this series, Kevin Slim, and his eight-strong production team have not learned long ago that the formula is one which makes for demagogic argy-bargy, rather than democratic discussion. For the head of Yorkshire Television's Documentary to comment on our refusal to appear as scorning an opportunity to speak in "a proper public forum" is ludicrous. We have spoken in many proper public forums, live and on television, but this was not one.

The tone of the programme was indicated by the fact that the most prolonged applause came for a thumping left-wing speech from the audience calling for democratic control of the arts by working people, while the most prolonged and persistent heckling came for a tub-thumping right-wing speech proclaiming that the only truly democratic test is the market, and subsidy is anti-democratic. Here heckling was followed by slow hand-clapping and Wilcox asked him to sit down when it was apparent that the audience would not let him speak.

The fact that I have little sympathy with the first view and none at all with the second is not important. What is important is that a programme set up in this way is very virtually bound to produce this kind of atmosphere with rowdy audiences and clashing views which, alas, too many television people still think is "good television".

As Hoggart and I anticipated, the four platform people had little opportunity to contribute effectively, though they did their best. So many opinions had to be aired. The sad thing is that this fearfully expensive hour of pseudo-intellectual knock-about could only leave the p.b.v. (the poor bloody viewer) saying "I don't know *what* to think". He/she would be completely confused and convinced that there are not just two sides to every question but an unlimited number, and one opinion is as good as another or as bad.

After the previous programme, a worried Desmond Wilcox asked a panel member whether such programmes helped understanding or were in fact divisive. One was a good question and this is my answer to it. One would like to think that after seeing in this series the nadir of this formula for television discussion, all producers would abandon it forever.

Roy Shaw

Correction

The picture accompanying Gordon Bowker's article in the TES of June 12 on the Leicestershire Festival of Dance and Drama was not in fact from the production by the School of Theatre or from that by Humberstone Junior School.

Lingo

George Orwell wrote about 1984, and of course we're nearly there now. His imagined "newspeak" was a language in which the words were constantly reduced in number, so that the thinking capacity of the citizens was gradually reuced. He was not predicting, I think, but rather making observations on what was worst in his world, and taking things to their logical conclusion. Life in his 1984 was nasty indeed. Life in our 1984 is going to be nasty indeed, but not in the same way. I mean, lingowise.

Here is a quotation from a politician, of the last UK government: "Our policy of full employment has been partly implemented." Well, what would Orwell have made of this? What would Winston Smith have made of it? It is rubbish for the simple reason that "full" and "partly" are almost opposites; not quite, but almost. For a start, the first is an adjective, and the second is an adverb. Let's go on from there.

Greek and Roman Slavery. By Thomas Wiedemann.
Croom Helm £10.95 and £5.95.

One of the central features of the classical world which has frequently embarassed devotees of ancient culture was the position occupied by slavery in the social and economic life of Greece and Rome. Much discussion has surrounded the institution but surprisingly this book is the first collection of sources relating to slavery. It includes many legal texts as well as literary and epigraphic references. Homer is omitted as a source because he writes of a period well before the classical age of Athens. Much dramatical material is also excluded because of the problems of extracting short passages from their general context. The primary interest is in Athens of the fifth and fourth centuries BC and in late Republican and early Imperial Rome.

Each extract is accompanied by a brief commentary but the sources are by no means overwhelmed by scholarly exegesis. The material is divided into chapters covering major aspects of slavery and a bibliography is given for each topic.

Ian Caruana

The first is about the ideal, and the second is about the real. Thus the statement is confused, in at least two respects; and therefore confusing to the listener, in at least two respects. This is hardly fair to the common man, who did not go to university and who is wait for it – a prole.

Orwell's proles were faced with more direct rubbish, such as:

War is Peace.
Freedom is Slavery.
Ignorance is Strength.

One recalls slogans from Orwell's time, like: "Beer is Best". In those days, the opposition was free to print and display counter-slogans such as: "Beer is Best – Left Alone." In Orwell's 1984 no opposition is permitted, so that the slogan and the counter-slogan are combined, in the official governmental, accept-it-or-else slogan: "War is Peace", etc.

We are faced with more subtle twists, like: "Full is Partly."

We are also faced with, not simple statements about things being good, ungood, doubleplusungood, etc, but with very complicated statements like: "Has this, from a BBC "presenter": "Has the recession bottomed out or, to put it another way, is there light at the end of the tunnel?"

Nobody can blame Orwell for being wrong in detail. He was right in principle. Hitler, it should be noted, never shot anybody himself.

W.S.Brownlie

books

The time is out of joint

Ralph Berry on Shakespeare and tragedy

Shakespeare and Tragedy. By John Bayley.
Routledge and Kegan Paul £9.75 and £4.95.

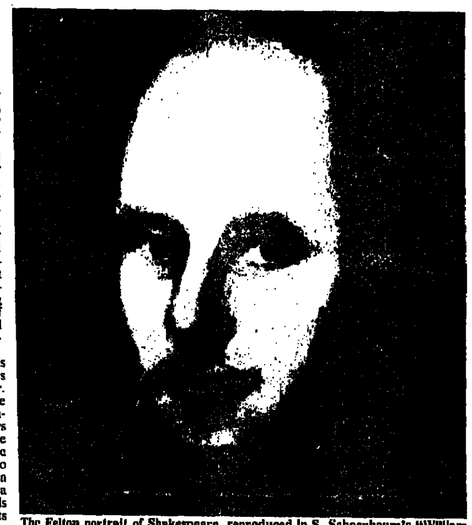
Since the death of tragedy, the clearest beneficiary of its literary estate has been comedy. The surge of interest in comedy over the past decade has been remarkable. "Tragedy in our time", as Maurice Charney recently wrote, "no longer seems a viable literary form; like epic, it is too noble, too difficult, too ethically remote. Comedy now seems to represent not just literature but a way of perceiving an 'absurd' existential reality." Tragedy, one might say, lives on, thinly disguised as (black) comedy. But it must accommodate itself to changed times. A more than passing interest attaches to the latest reconsideration of tragedy, above all Shakespearean.

The apparatus here is suggestive. *Shakespeare and Tragedy* offers an "Annotated Bibliography", but no footnotes. Statement: this book is academically respectable, hence the gesture to past reading; it is not a work of arid scholarship, hence the absence of documentation. And indeed its author can be acquitted of arid scholarship. The bibliography is sketchy and inaccurate. M. C. Bradbrook's *Themes and Contentions* (Conventions) could happen to anyone, I suppose, but Norman Rabkin's metamorphosis into "M. Rabkon" is defenceless. D. W. Harding's article is mainly on *Macbeth*, not as listed on *Coriolanus*. It is untrue that Kenneth Muir's article on *Timon* is "difficult to get hold of" since it was reprinted four years ago. One is startled to learn that only the last of Granville-Barker's Prefaces "really contributes to the subject". Errors abound. In such matters, as Housman observed, accuracy is a duty, not a virtue. The salient feature of the bibliography, its slovenliness aside, is that it contains two authors only (Emrys Jones and Leslie Fiedler) who have published since 1970. Who, one wonders, would *want* to write a book on Shakespearean tragedy, having on his own admission read virtually nothing on the subject published in the last decade?

John Bayley, who is best known for his writings on the novel, turns here to Shakespeare's tragedies. *Troilus and Cressida* is in, *Titus Andronicus* and *Romeo and Juliet* are more or less excluded (also the "Tragedy" of *Richard III*). Mr Bayley offers a kind of shuttle-tour of the major tragedies moving to and fro in a manner which only Northrop Frye has mastered. Mr Bayley's fundamental interest is in the opposition of role and context: "Shakespeare's instinct, in a tragic setting, seems always to work through characters who . . . are unsuited to the action, its conventions, its atmosphere." True enough, but equally true of all Shakespeare's plays, which characteristically are a baffling anthology of genres. Shakespeare's characters continually give the impression of straying on to a wrong stage-set – "Excuse me, isn't this a comedy of manners? – *Farce*? – My head hurts" – and exiting in search of the right genre. Dramatic conventions, and cues, mirror the real world. And of course no one actually *volunteers* to be a Tragic Hero in Act 1: Hamlet, with "The time is out of joint", speaks for all. It is simply a casting people acquiesce in, more or less consciously, by the end of Act V. Viewed this way, Mr Bayley's approach seems little more than a sophistication of hamartia. Tragic weakness turns out to be "that most subtle and persistent of Shakespearean truths about the tragic character – his unsuitability for the role." This sense of the familiar rephrased occurs often elsewhere.

The role of Shakespearean critic today requires a certain engagement with the theatre, and herein lies Mr Bayley's greatest weakness. It is striking that Mr Bayley refers to only one professional production by name. Olivier's *Coriolanus* (1959). He speaks vaguely of "actors" and "staging" on occasion, but not of concrete instances. Thus: "In a modern production of *Othello* little attempt is made to elevate and respect the structure of love." What productions has Mr Bayley seen (or has in mind), and how in theatrical terms would the "structure" be "elevated"? Again, he draws a contrast with the climax at the end of *Othello*, ". . . while an actor has nothing to look forward to at the end of *King Lear*." Not the threefold "Howl", the fivefold "Never"? Nothing?

This lack of theatrical awareness is central, not peripheral. It emerges plainly in the coverage of *King Lear*. Mr Bayley is too adroit to advocate openly Lamb's position, on the unactability of Lear. But he all but says that Cordelia is unactable. "On the part of critics and directors the sure way to a vulgarizing of the play is to interpret her [Cordelia] as fitting a situation . . . And this suggests a play . . . clear-cut in what it intends to be, and to do . . . Every age gets its *King Lear* in the genre it requires." And what else, one asks, is it to get? *King Lear* has to be cast, rehearsed, acted. The actress has to understand why she destroys Lear's production. The reasons vary every time. It is not true, as Mr Bayley says, that Cordelia has no past; she has, and it is the business of acting to discover it. Accept Mr Bayley's position: "Sentimentality in art today is usually a matter of a work of art, or its interpreter, having decided on the correct attitude to strike", and one is led to see all performance as sentimentalization. Conclusion: withdraw the metaphysical performing rights of the actors, and leave Shakespeare in the safe hands of the literary critics. Whatever else they may be guilty of, it will not be "sentimentality".



The Felton portrait of Shakespeare, reproduced in S. Schoenbaum's "William Shakespeare: Records and Images", reviewed on page 24.

Not, it seems to me, a likely or desirable outcome. It is clear, then, that Mr Bayley has no intention of letting go of the text and permitting the stage a share in the dialogue. The idea of the text as a blueprint for performance is anathema. What we have is a purely literary discussion, suitable for the novel but not drama, which exhibits familiar vices and virtues. Too often Mr Bayley resorts to the tactic of defining things by what they are not. "That claim of Coriolanus would be unthinkable in the case of Hamlet, Macbeth and Othello." Or, one might add, Sir Toby Belch, Mercutio, and Antipholus of Syracuse. Never mind the fine discriminations, one murmurs; just get on with the play. The literary approach works better in Mr Bayley's scanning of the social landscapes. He has neat points on the Left-Right confrontation in *Coriolanus*, and on the boulevard society of *Troilus and Cressida*. Polonius, Laertes, and Ophelia "are what is known as a close family." The Lear of Act IV is shrewdly placed as a denizen of a geriatric ward. Such observations don't redeem the book from its mannered solipsism. As usual, the thing is to get one's genres right.

Culturepoint

Culture, Media, Language. Edited by Stuart Hall, Dorothy Hobson, Andrew Lowe and Paul Willis.
Hutchinson £10.95. 0 09 142070 9.

One of the best academic consequences of radical politics in the past 20 years has been an explosion of enthusiasm for collective and participatory scholarship – an enthusiasm which has found particularly effective expression in this country in the History Workshop and in the Centre for Contemporary Cultural Studies at Birmingham.

Culture, Media, Language is by way of being a retrospective of the work of the Centre and it reveals both the peculiar strengths and the peculiar hazards of this type of enterprise remarkably well. The concentration and momentum of collective effort permit an exceptionally thorough penetration of difficult and often unexplored terrain. But the same concentration and momentum also encourage a restriction of discourse which can lead the group into dreadfully arid wildernesses of thought. This is a very honest book. It makes it clear that in this particular case the journey as a whole has plainly been worthwhile: the Centre has been a prime mover in opening up the "problem of culture" for serious analysis. But it also recognises that it has been a journey through some weary intellectual deserts; it records both the steady overall progress of the Centre and their successive retreats from mirage cases of theory to which they rushed and in which, time and again, water has failed to materialise.

There is an obvious contrast between the History Workshop and the Centre in this respect. Whereas the Workshop has tended to treat the "people's history" it wanted to recover as being immediately "there" in a neglected but directly assessible past, to concentrate its energies on intensive empirical work in the archives and to relegate theoretical worries to the back pages of its *Journal* or the occasional non-committal editorial, the Centre has been distinguished by its wholesale plunge into theory. From the outset (1964) it saw quite rightly that the vital issue in cultural studies was simply to *theorise* the object of study. The most apparent and not the least important achievement of the Centre has been to do just that; to put an end to cultural studies as an unreflective, commonsensical account of supposed social "things" and to establish instead the need for an astringent and highly self-conscious analysis of elusive social processes.

But theory does not come ready-made. And the task of theorising a reality as shifting, manifold and diversely embedded in social relationships as "culture" was not, obviously, to be accomplished within the existing terms of any of the intellectual frameworks (sociology, literary criticism, British Marxism) easily to hand in Birmingham in the 1960s. A radical re-working of those resources, and a great raid on a larger world of thought, were essential – both tasks for which a collective commitment of effort was especially suited. Finding little of use in our home-brewed pragmatism the Centre in effect removed itself to Paris. Where the talk of the boulevards seduced it. The repudiation of all varieties of indiscriminate empiricism became an indiscriminate leap into the arms of every variety of structuralism.

Earlier volumes from the Centre have dealt with particular topics within a large field of interest – youth culture, the relationship of class and gender, ideology, ethnographies of working class life – representing creative redefinitions of those topics anchored in a distinctive combination of sustained empirical work and some currently achieved, aggressively stated and frequently untenable frontier of theory. This volume deals with the Centre as such. Small fragments of empirical work from the whole range of interest are offered, but what holds the book together is the editorial attempt to build through and around these pieces an integrated account of where the Centre has been and where it might now be going. The result is inconclusive and also in one important respect possibly misleading. The inconclusiveness springs from a feeling that after the Centre's great encounters with Barthes and Althusser, Foucault and Lacan, and after the dissipation of so much energy in those quarters, the enthusiasm now expressed for an encounter with Gramsci can not be quite convincing. And also from a feeling that the modest, but repeated, suggestion now made that the unanswered questions of structuralism might be pursued successfully in a more historical mode does not quite face up to the nature of those questions, that it is more of a retreat than a resolution. What is misleading is that (with one or two important exceptions, Hall on 'encoding' and 'decoding' television discourse, Cohen on subcultural conflict) the quality of the substantive analysis in this volume deflects attention from the possibility that all along it has been the rooted commitment of the Centre to close observational encounters with class, gender, age, texts, language or whatever, its basic empirical work, that in the last resort has saved the group from death by starvation in the various parched theoretical territories it has visited. Be that as it may, the integrity of the volume commands respect; no one who wants to understand why cultural studies have now become a respectable, rigorous and essential field of social analysis can afford to ignore it.

Philip Abrams

Keys to Conrad?

Conrad: Heart of Darkness, Nostromo, Under Western Eyes. A Selection of Critical Essays. Edited by C. B. Cox.
Macmillan £12.00.

This latest in the Casebook Series so beloved of A level and other students continues the useful practice of collating contemporary reviews of the literature under scrutiny (no pun intended) – here including John Masefield (who damns faintly, if politely, thus: "Mr Conrad's stories, excellent though they are, leave always a feeling of disappointment . . . 'Heart of Darkness' . . has . . stately and brilliant prose, which is fine writing . . . but most unconvincing narrative."); John Buchan, and Ford Madox Hueffer who, the editor notes somewhat infelicitously, "had collaborated with Conrad in the writing of two novels (and who subsequently changed his name to Ford Madox Ford)."

This helps place the books in their time, and, juxtaposed with extracts from letters Conrad himself sent to his publisher Blackwood and other literary friends, throws light on Conrad's method of composition and the way he reflected, or reacted against, narrative techniques then prevalent. For these highly disparate creations, meditative novelette of a doomladen voyage into the darks of Africa, imperialism, and the murkiest reaches of the soul; flamboyant epic melodrama of love, intrigue, and greed in a South American revolutionary state; and anti-Dostoyevskyan political thriller commuting between forbidden Russia and nonchalant Switzerland, do share unusual, indirect modes of narration. The period they span in Conrad's life (1895 to 1911) Cox convincingly considers the central period of the artist's mature achievement, though one fraught with the most acute personal crises, neuroses and self-doubts.

The modern studies – a dozen essays, dating from 1952 to 1974, by critics from different disciplines – focus on the novels individually, their ambiguities and unvoiced implications. Royal Roussel keeps closest to the page in "The Ironic Vision" with a fine exposition of the language of "Nostromo" and the importance for Conrad of scene-setting, also relevant to the almost tangible "atmospherics" of *Heart of Darkness*.

An invaluable aspect of this "casebook" approach is that, while not exactly embracing contradictory viewpoints, it still offers a multiplicity of readings and if the cunning student can find here readily cribbable essay material, the conscientious is encouraged to go on to read further criticism (or more from the contexts evoked) and, who knows, perhaps even more work by the author in question. The offbeat nature of so much of Conrad's writing is not entirely explained away by his culturally diverse backgrounds, maritime escapades, and pecuniary problems (why are there not more novels by out-of-pocket immigrant seamen?). But placing the works in a biographical and critical perspective greatly informs what must, ultimately, be a personal response – even if moderated slightly into a consensus for Eng Lit examination purposes.

Phillip Bergson

Documentary life's horrors

Catherine Jones

The Philosophy of Social Research. By John Hughes.
Longman £3.95. 582 49032 4.
Sociology and Social Research. By Geoff Payne, Robert Dingwall, Judy Payne and Mick Carter.
Routledge and Kegan Paul £14.50. 7100 0626 8.
Social measurement and Social Indicators: Issues of Policy and Theory. By Michael Carley.
Allen and Unwin £5.95. 04 310009 0. 04 310010 4.

"The social sciences", according to John Hughes, "have tended to re-examine their philosophical foundations only during periods of crisis". At the present time this is not all that social scientists are re-examining. Messrs Payne, Dingwall, Carter and Ms Payne, for instance, are preoccupied with the prospects of sociologists, and thence of sociology, in Britain. Michael Carley is concerned with the state of the "social indicators' movement" in Britain. These are three very different books, but all of them deal with aspects of social research.

The Philosophy of Social Research is philosophy by a social scientist for social scientists: to help them think, or think again, about what they do. As such it may not appeal to the pluralist. It should, however, be accessible to a range of social scientists and social science students who might otherwise be even less amenable to the idea that something as abstract as philosophy has anything of relevance to say to them. The "Positivist Orthodoxy", with its emphasis upon "objective" facts, "neutrally" observed, and its expectations of eventual "scientific" exactitude, is laid low. The "Humanist Alternative" (knowledge is an act of consciousness!) is discussed in much of its variety.

There are no easy answers for the eager social researcher. It may be true that "conceptions of the relationship forms of knowledge bear to the world have opened up new opportunities in the social sciences and made for greater readiness to use 'data' in interesting, open and less constrained ways". However it is not clear precisely what this means beyond the fact that we should avoid any "slavish recourse to routine method" in future. But of course.

The authors of *Sociology and Social Research* are more down to earth. British sociology is in crisis because British sociologists have retreated from doing research into thinking about sociology; because most sociology teaching does not prepare students for actual research; and because the sociology profession is itself in disarray after its swift expansion in the sixties. This book sets out to review the present situation and, on the basis of this analysis, to offer suggestions for the future development of sociology and social research in Britain.

This is, significantly, a four-author book: more integrated than a collection of essays, but less sustained and economical than it might have been with one writer in charge. There is considerable overlapping of material between chapters written by different authors on ostensibly different topics, and the logic dividing parts two and three particularly can be divined only by referring to the collective preface. Inevitably, also, some of these chapters are going to stimulate or command respect more than others.

The opening chapters on the rise and threatened fall of sociology in Britain are interesting if a little repetitive. Since we have been informed at the outset that "Sociology consists of *people*, and what people do", it should come as no surprise to find lots of sociology professors named here. It is disappointing, however, to find quite so much of this discussion reminiscent of 'insider' common room chat.

The tone rises, once we move on to deal with British sociology's attitudes to research ("theory" at the expense of empiricism?) and with the main traditions of sociological research as the authors see them. Geoff Payne's chapter on "Grand Theory and not so Grand Theory", for instance, offers a stimulating discussion of why it is that Marxist sociologists do not on the whole go in for empirical research – either on existing "socialist" regimes or on our own capitalist system. Again, Robert Dingwall maps out the "Ethnographic Tradition" and then the "Ethnomethodological Movement" most usefully for the puzzled outsider.

After this, unfortunately, things seem to slide. Judy Payne's chapter on "Sociology and Policy Research" is concerned not so much to explain a tradition (since modern British sociologists hardly ever indulge in it) as to suggest one way ahead for future sociology expansion. Policy research in all its forms is of course full of difficulties for the conscientious sociologist. Nevertheless "we would argue that sociologists should undertake policy research including commissioned work as long as they are aware that they are not likely to be doing sociology". This is touching. The term "social administration" is only mentioned once, in passing, in this chapter. There is no attempt to explain where sociology's policy research would differ from, or add to, the traditions of social administration; and indeed, on this showing, leading figures such as Titmuss and Donnison count as *sociologists* in any case.

The remaining chapters deal with social research in operation and yet tend to highlight the difficulties, for sociologists, of doing research at all. Do we really need a "sociology of social research" to document the full horrors of life "in the field"? It may be that "sociologists seemed to encounter more difficulties compared to other social scientists in doing and completing research", but this hardly seems the best line to take in order to convince the Social Science Research Council of sociology's need for special consideration. Even the call for sociologists to justify public funding by engaging in more "socially useful" research, seems a little late in the day.

Michael Carley's *Social Measurement and Social Indicators* seems brisk and straightforward in comparison. He is, of course, writing on a narrower field and for a lay audience. There are many varieties of social indicator and types of social indicator system to be explored, yet the whole of this debate takes place, by definition, within a solidly "positivist" frame of reference. To be sure, Carley has much to say about the limitations of social indicators and about the reasons why the early hopes of the "movement" were so extravagant as to invite disappointment. Nevertheless he is fundamentally an optimist. Explanatory social indicator models may be so refined, in time, as to give rise to fully tested social theories, of the middle range at least. In the meantime, however, students will welcome this thoroughly useful review and explanation of social indicator activity in all its forms.

Is social research as such going through a period of crisis? Is it the same sort of crisis affecting all quarters? Whatever the answers, it seems from this selection that a dose of crisis may be no bad thing provided it isn't too large and it isn't administered too often.

Dance explosion

The Royal Ballet. The First Fifty Years. By Alexander Bland. Sotheby Parke Bernet £17.95.
The History of Dance. By Mary Clarke and Clement Crisp.
Orbis Publishing £15.00.
0 85613 270 5.

The so-called "explosion" of dance (a tremendous world-wide interest in the art had been going on for well over a decade before the media noticed it) has had its corollary in an avalanche of ballet books, many of them either a rehash of old material or too specialized for general readership. It is a pleasant change, therefore, to consider two recent publications which make a major contribution to dance bibliography, one of them specific, and one of them comprehensive, in content.

Some authoritative reference work was obviously necessary to mark the Golden Jubilee of our national ballet company and *The Royal Ballet, The First Fifty Years* is entirely worthy of the occasion. As the author makes clear in a prefatory note, this account of the company's first half-century is a one-man effort, his subjective assessment open to differing opinions. Nevertheless, Bland presents a very even, generous and balanced view of those disparate elements that have contributed to the Royal Ballet's continued success. That it has had its vicissitudes is undeniable and only to be expected; but that it has, in the main, been remarkably consistent in pleasing an ever-growing public is inextricably linked with Ninette de Valois' far-sighted policies established with the company in 1931: a school to provide a continuous flow of carefully trained young dancers and a repertoire rooted in the classics but performed in parallel with the best of contemporary choreography.

The fluctuating course of the company's history – the early years at Sadler's Wells, the post-war move to Covent Garden, the granting of a Royal Charter, the directors who succeeded de Valois and the policies they followed, the successes and failures of the repertoire, the comings and goings of the dancers – all is set out in a prose style which manages to retain a vitality that sustains the reader's interest as he ingests the historical record.

The book is very well illustrated with colour and black and white photographs and, while I question the prominence given to some, includes several less-than-familiar pictures of historical interest such as Chiang Yee's exquisite designs for Robert Helpmann's *The Birds* in 1942 and Leslie Hurry's beautiful 1943 fantasy-Gothic setting for *Swan Lake* (I wish we had it today).

As well as recording the rise of the Covent Garden company the book deals with the history of the second company, now re-established at Sadler's Wells, and with the development of the Royal Ballet School. There is also a useful explanation of the administrative side of the organization and an invaluable appendix of statistics detailing all the productions to date, their original casts and company itineraries. Finally, Bland analyses with great insight – and affection – the company's aesthetic ideals, its national characteristics and its likely response to the challenge of the next 50 years. This is an expensive book but required reading for anyone who cares about the history of British ballet.

That dynamic duo, Mary Clarke and Clement Crisp who, in recent years, have written several of the best books on dance, have now attempted the impossible – and brought it off triumphantly. *The History of Dance* is exactly that, a comprehensive examination of man's compulsive need to dance, from the first records of primitive god-worship to the discos of today. This immense assembly of material is presented in a typically attractive manner, beautifully illustrated and written in crisp (no pun intended) elegant prose leavened with wit and layered with a perceptiveness that comes only from great knowledge and wide experience.

Most readers, like most dancegoers, have areas of interest that absorb them to the exclusion of others (there still exists a distinct dichotomy between the followers of classical ballet and modern dance) but every evolutionary fact helps to create an awareness and understanding of those various dance-styles most commonly presented in the commercial theatre. After all, many of the most popular works draw upon esoteric source-material or transmute an alien culture into something relevant and entertaining for our own society. Even Petipa, that most formally aristocratic of choreographers, found inspiration in the temple-dancers of India.

Clarke and Crisp record and comment upon every major dance-culture (perhaps some small dancing sect on a Pacific atoll has escaped their attention, but I doubt it): primitive and ancient; religious; European folk-dance; Eastern dance; social dance; ballet de cour; classical ballet; modern dance and dance in films and television. It is a tremendous undertaking, splendidly achieved, and if any dance-lover possessed only one book on the subject this would have to be it.

Edward Thorpe

Calendar of crime

Tales from the Newgate Calendar. By Rayner Heppenstall.
Constable £8.50.

One argument for the abandonment of capital punishment is that it does not deter. This is supported *to some extent* by the annals of crime in the eighteenth century, when death was the penalty for many offences that continued to be committed. ("To some extent" because it is impossible to tell what the crime rate might otherwise have been.) How much ordinary citizens feared the worst is indicated by the precautions they took.

Heavy iron bars securing outside doors as well as locks and bolts, ground floor windows either barred or fitted with wooden shutters also made fast with horizontal bars, bolts to be drawn on the passage side of room doors as one retreated up the stairs to bed – the farmhouse where I live speaks eloquently of the eighteenth century. And when one looks inside the *Newgate Calendar* in whatever form one sees why. Romance and the novelists have given the highwayman and his fellows a glamour altogether spurious: the best of them seem to have been brutal and vicious. Captain Kidd is a muddler, and only Jack Sheppard's capacity for escaping gives the reader a thrill.

The pleasures of this selection, then, are chiefly incidental, and independent of the *Calendar* proper. One is the marked discrepancy between the popular appetite for horrors (then as now) and the often fair, and indeed sympathetic, tone of some of the judicial utterances quoted. This is from the judge sentencing Mary Blandy in 1752 for parricide: "You have had a long and fair trial, and sorry I am that it falls to my lot to acquaint you that I am now no more at liberty to suppose you innocent than I was before to presume you guilty." The account of the Cock Lane ghost conspiracy, though the case is not in the *Calendar*, is even more heartening. It is mainly from an official transcript of the Guildhall trial in 1762, and shows incidentally how barristers have always found it hard to resist a joker. Thus, when a witness testified that he had asked the supposed child medium how many pieces of money he had given away and that the answer was a single knock, "Counsel said he should have asked what number of miles it was from London to Newcastle. It would have been the likeliest way to find them out."

One conspirator was sentenced not only to two years in jail but also to stand three times in the pillory. "The mob treated him with indulgence and took up a collection for him. He had, after all, provided them with entertainment." Just to prove that our ancestors were much the same as us, note that the red-haired servant girl in the case is always called "Carrots".

High life, too, produces its offenders, not necessarily political ones, as might be thought from the history books. The seconds in the notorious duel between Lord Mohun and the Duke of Hamilton, for instance, were both suspected of killing the principals, but only one was brought to trial. The fourth Earl Ferrers, who sounds a nasty customer though one can almost hear a psychiatrist explaining him away, was hanged for murder. The Duchess of Kingston, Countess of Bristol was tried in Westminster Hall for bigamy (hence the dual title used above), and we have descriptions from Horace Walpole and Hannah More. For some time the better sort of Scottish malefactors were liable to be executed with a less sophisticated guillotine named the Maiden, modelled on a machine exclusive to Halifax and introduced to Edinburgh by the Earl of Morton, later himself one of its victims. Among those who escaped it

was "Alexander Balfour" (in fact Robert Balfour), son of "Lord Burleigh" (in fact Lord Balfour of Burleigh), who slipped out of prison by changing clothes with his sister, and who died in 1757, not 1752; the editors of the *Calendars* concerned were lawyers, but evidently unreliable as reporters.

It is surprising that it did not occur to Rayner Heppenstall to wonder what *Debrett* had to say. Indeed, had this book not been in print when he died the other day, it might easily have been taken for a late draft rather than the final text. Coming from the hand of an esteemed professional writer it seems strangely capricious and inconsequent.

Jan Stephens

Cricket, carnival, Celtic

Identities. Edited by Geddes Thomson.
Heinemann £3.50. 435 14901 6.
Heritage. Edited by Esmor Jones.
Cassell £3.50. 304 30648 7.

"Home is where we start from" – and both these anthologies for secondary school children offer a selection of local material for use in reading/comprehension classes, in general the kind of material which starts discussion, of the sociological rather than the imaginative sort. Mr Thomson especially has relentlessly rooted *Identities* in a very gritty patch of West Scottish life; Mr Jones's *Heritage* is a more joyful and humorous reflection of the Caribbean.

Heritage does have one severe limitation, however. It is produced for use in the Caribbean and so, while much of the material is absorbing and well connected, quite a lot of the settings and dialogue may be geography-lesson exotic to those from non-West Indian families. Its writing, or rather its Writer, who in chief is the splendid V. S. Naipaul, is many-faceted, and if the accompanying questions are rather more mundane than the subject-matter, that is less important. Death, cricket, colour prejudice towards immigrants in Britain, making money and carnival are dealt with in stories which are often amusing and rarely sad.

A very sensible solution to the Creole/Standard English difficulty is suggested in an introduction to one of Louise Bennett's poems. Ms Bennett writes in Creole. The editor comments, "You are learning to speak and and write what we call Standard English. You learn this dialect because it makes you understood wherever English is used and because it is the language of books. Though Standard English is a gateway to the world, we can be proud of the dialects of the islands for they are our heritage; they are our own".

Heritage is divided into sections, "Places", "People and Families", "Work and Leisure", "In a strange Land" and "Inheritance", which are mostly illustrative of the life of black people in the Caribbean, but do contain some material on the East Indian and Chinese communities as well as some historical pieces about colonialism. The low-key attitude of the editor is refreshing. Introducing "Larry" he says, "Larry also meets prejudice. We shall meet it again in other extracts in this section. Remember, though, that no one seems to like strangers moving in and there are experiences of this in the Caribbean. Prejudice is always hateful and hurtful". This sort of explanation is clearly only sufficient for the lower end of the secondary age-group, but it is welcome.

Identities is rather more angry. It is an anthology for reading rather than comprehension – there are no suggested questions, the type is smaller and the layout rather reminiscent of a small literary magazine. On the whole, the writing *per se* is not inspiring, but the subject matter is so strong in regional flavour and language that it should hold the attention. Celtic and Rangers, teenage dating, slum housing, fights and growing up in Gles Chu (sic) – ironically, "the dear green place" in Gaelic – the literature of a place charged with "direct brutish strength, almost warm" (as Archie Hind says) with some more tender touch in the sections on "street Games" and "A Sense of Place" is well represented. For rather older students or for the teacher's reference, the editor's notes are mostly suggestions for further reading and elucidations of the themes presented.

Victoria Neumark

An accelerating theatre-go-round

Harrap's Theatre Workshop. By Robert Leach.
Pantomime. 245 53497 0.
Pantomime Playtexts. 245 53498 9. £2.60 the pair.
Medieval Theatre. 245 53499 7. £1.95.
Medieval Mystery Plays. 245 53500 4. £1.25.
Shakespeare's Theatre. 245 53622 1. £1.95.
Shakespeare Playtexts. 245 53621 3. £1.25.

With these new additions, Harrap's Theatre Workshop moves on to surer and more popular ground. Its format is a series of illustrated, large page booklets (of some 32-48 pages), issued in pairs, one being a workbook which introduces the theatrical genre or period under review, and its companion being a selection of scripts or extracts of that type.

So far the series has covered the early folk plays, Elizabethan theatre, Victorian melodrama and Punch and Judy. Now come the mystery plays, Shakespeare and pantomime. Of these, easily the most successful is the latter. Eminently practical, the workbook provides advice and encouragement to groups contemplating production of their own home-grown pantomime and constantly reminds us of the pantomime's long and varied history as an ever-popular entertainment. The playscript volume offers basic scripts for *Old Mother Hubbard* (otherwise known as Harlequin Jack Horner) and *Cinderella*.

Medieval Theatre takes us into the world of the mystery plays. The workbook tells us about the ways we think the plays were staged and introduces the themes of the plays printed (in modernised versions) in the companion volume, namely Noah or *The Deluge* (from Chester), the first Shepherds' pageant (from the Wakefield cycle) and the York version of the crucifixion.

Any brief introduction to Shakespeare is bound to seem superficial or at least idiosyncratic. In this booklet, Robert Leach appears a little overwhelmed by a need to be academically respectable as well as practical, with the result that features (excellent in themselves) on topics such as the divine right of kings and the imagery of blood in *Macbeth* get in the way of the more urgent business of moving the text from page to stage. However there are useful background articles on Shakespeare's fools, music and dance and the sub-text, all of which will help in any theatrical work on the selected playscripts.

Presumably these scripts are intended for students new to Shakespeare. While it is obviously valid to edit out shortened versions from the original plays for such students, I really do question the suitability of the ones presented here (all three of which are vastly more demanding than the scripts in their booklets in the series). *What You Will* is a cut-down version of the elusive and bitter-sweet *Twelfth Night* (minus such elements as the yellow stockings but complete with some of the difficult word-play). *Confusion's Masterpiece* is a *Macbeth* that culminates in Macbeth's coronation, held in the presence of the witches – yet another example of the mistaken view that the witchcraft scenes will make some of Shakespeare's most compressed verse accessible. Finally there is the Autolycus interlude from *Winter's Tale*.

If only the editor had chosen scenes from some of the earlier and easier plays (and even in places had paraphrased the text), the *Shakespeare Playtexts* would have been as useful in the lower and middle reaches of the secondary school as the other titles in this attractive series.

David Self

Let the past times roll

A History of the Modern World. By Richard Poulton.
Oxford University Press £3.95 199 0265 8.

World history text books roll out later each year. Where several of the best recently published are intended for sixth form general studies as well as for use with an examination syllabus, this one is geared specifically to the O level student. In response, perhaps, to the exigencies of O level examiners, it is factual and concise, but it is the author himself who provides the lucidity to tame his wide-ranging subject and make it highly readable. One of his aims was to avoid the unrelated islands of material which those studying a world history syllabus are often presented; and certainly the oceans surrounding mainland are all navigable; his cross-references provide an easy means of island-hopping. The tales all tally and the plot falls neatly into place, as, juggling skilfully with its complexities, Richard Poulton pulls out a coherent chapter sequence and paints an integrated picture of the whole world. Rather more detail is given for the history of Britain and the West than for other areas, on the principle, presumably, that it will not profit a candidate to gain the world, if he lose his own roots.

This is a positively written book, with firm judgments ("The Hunger Marches of the 1930s were inspired by frustration more than by starvation"). Boldly crystallizing the issues, with some panache the author even formulates that old teaser the Eastern Question, which defied solution and usually defies definition in the classroom. "Who will take the place of Turkey?" was the vital question; he claims, though losing his nerve somewhat about 80 pages on he expands this question into five more. He has done well in the history writer's favourite sport of quotation quarrying, showing us Trotsky consigning the Mensheviks into the "dustbin of history", unaware how soon he would be tossed there himself, and MacArthur joining him in it, because he would have started "the wrong war at the wrong place at the wrong time and with wrong enemy." This is the kind of vivid reference which makes events memorable.

What could be improved is the visual lay-out of the book in which it is not easy to find a way around. Although chapters are sub-divided into sections, the section headings do not figure in the contents list, and the sections themselves consist of the solid blocks of prose which O level candidates tend to find daunting. Marginal trigger-titles, on the lines of those used all these years by Richards and Hunt in *Modern Britain*, might well have made all the difference.

Jessica Saraga

Children's Literature

The heavy hand of an English editor

For Mbatha and Rabeka. By David Mallia.
Macmillan 80p. 333 28162 4.
On the Road. By Kalu Okpi.
Macmillan 74p. 333 28496 8.
Too Cold for Comfort. By Jide Ogontoye.
Macmillan 71p. 333 28497 6.

The Pacesetter series of fiction for young adults is marked by an interesting diversity of plot, but the hand of (presumably) an English editor lies heavy on the style.

For Mbatha and Rabeka and *On the Road* are good examples of the Westernization of African culture. The second is the least interesting of the three novels, being a straightforward and, at that elementary level, satisfactory crime thriller. *For Mbatha and Rabeka* has a classic triangular situation, between one woman and two men. In its organization, however, it has some distinctly African elements, especially at the end, where the twist is not of a variety that probably would have been countenanced by a fully Western sensibility.

Too Cold for Comfort portrays a characteristically African contest between polygamous and monogamous ideas. A marriage is destroyed by a bride's obsession with purity and morality, and her husband tempted to take on another woman as well. The author's identification of some peculiar ideas of purity and morality with certain Christian sects is accurate, though the publishers seem to have confused sectarian views with mainline Christian ones. 'Oguntoye's viewpoint seems to be that monogamy is potentially more richly satisfying, but that various human failures make polygamy a messy if necessary compromise.

Prabhu S. Guptara

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Basic grammar on a language ruler

Plastic rulers were sent to nearly 10,000 junior and comprehensive schools recently. They were designed not just for maths, but also as a language aid. The rulers were developed by Mr Bruce Nicol, who is a languages master at Gloucester School, a comprehensive in north west Germany, and they contain all the basic grammar for either French or German. Italian and Spanish ones are to follow, and there is also an English version for foreign students.

The idea is to reduce the time needed to look up grammar which is scattered over many pages in a book. On the French ruler, lists of pronouns are followed by verb endings, common prepositions and the objects used after them. The other side lists 16 common verbs in their various tenses.

On the German version, one side is entirely devoted to the declension of articles and adjectives in the four cases, while on the other there are sections on pronouns and verb endings.

The notes which accompany each ruler explain how to use it and give further information on various points of grammar. The German notes include comprehensive lists of the most common regular and irregular verbs with examples of how they are used.

Mr Nicol produced the ruler because he became concerned that pupils, particulary the less academic, often found great difficulty in grasping the grammar. First, he developed a language course which is suitable for adults as well as children. Its main feature is a series of plastic wheels which revolve on an LP-style disc. Still a prototype, it contains 2,500 words as well as grammar rules. The ruler is a spin-off from it, and is already in use in many of the Forces schools in Germany.

The rulers, which come in a case, are available in 20cm size at 95p or 30 cm at £1.20. They can be ordered through Educational Mailing Services, the Old Police Station, 66 Victoria Road, Margate.

Careers centres, a new guide

Nearly 30 centres providing resources for careers teachers and others are listed in a new national guide. It has been prepared by a working party of the Schools Council's careers education and guidance project and published by the National Institute of Careers Eduction and Counselling. Between them the centres offer a range of materials concerned with education and industry liaison, social and life skills, health education, moral education and political education.

The list indicates which material is available in each case, and the audio-visual facilities offered. Some centres can also provide specific local information as well as more general data about work, curriculum materials, and general information about careers guidance.

The list costs 50p plus postage from Mrs. Barbara Pilcher, Resources Officer, NICEC, Hatfield Polytechnic, Bayfordbury House, Lower Hatfield Road, Hertford.

Royal Free tour

Teachers, careers advisers and sixth formers preparing for medical careers are to have a chance to meet staff and students at the Royal Free Hospital School of Medicine on July 4. The programme will include discussions about admission, the medical curriculum, career structures and a tour of the hospital.

Further information from The Postgraduate Secretary, The Royal Free Hospital, Pond Street, London NW3.

Liberation's new video catalogue

A new video catalogue is now available from Liberation Films. This company specialises in film and video material for social studies and related courses, and they work with schools and colleges, tenants associations, ethnic minorities and so on.

Liberation Films Ltd are at 2 Chichele Road, London NW2 3DA.

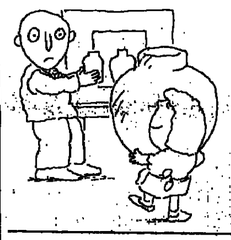
When the heat is on, a foolproof operation is vital

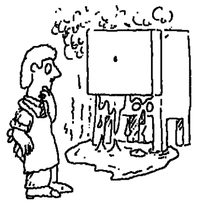
David Kilpatrick surveys furnaces for use in science and crafts

The main uses of small electric furnaces are in industry, scientific research and higher eduation. Although the manufacturers of furnaces recognise the importance of secondary schools, comparatively few departments can justify the average cost of around £500. Even in industry, furnaces are purchased for specific tasks, and not as additions to available equipment.

There are two primary types of small electric furnace. The traditional "muffle" furnace uses a central electric heater element wound to manufacture and install, but like any exposed element will eventually fail. Muffle furnaces for school use often have cheaper elements with simple routines to change them, but some makes require a service engineer to replace the element safely, at some cost.

The "slab" furnace uses refractory side wall panels of silicon carbide with embedded diffuse heating elements. Instead of a single element, a typical furnace like Carbolite's ESF 2 (Educational Slab Furnace size 2) uses four of these lower power slabs, each replaceable individually and more cheaply. The heat is also more even, since it comes from all round the sides of the chamber rather than from a single source.





"The slab furnace gives extra safety and foolproof operation" says Carbolite's technical director Ian Whitney. "A major consideration is whether or not the furnace can be run off a 13-amp power point, and in the case of the ESF 2, the consumption is only 2.5 Kw. Our largest ESF, model 3, requires 3.2 Kw, and can be run from a 30 amp ring main, but the cost of fitting the 30 amp socket and the extra cost of the furnace may make a lot of difference."

This question of power is one of the main reasons why furnace manufacturers such as Carbolite, Cestradent and Lenton Thermal cannot concentrate on schools. Industry and universities do not usually face the problem of meeting electricity supply demands; the largest furnaces may consume 40 Kw on three-phase supply, yet present no difficulties in an industrial workshop. Very few furnaces use less than the maximum of 3 Kw available from a normal 13 amp socket.

To keep the electricity consumption down, the maximum temperature has to be limited to a reasonable 1100 or 1200 Celsius. This handles nearly everything needed in normal investigation and demonstratin of the properties of metals and combustible substances. Even the larger research furnace ar limited to 1600 Celsius, as above the 1200-mark, the type of insulation needed to avoid breakdown and retain the heat becomes very much more expensive.

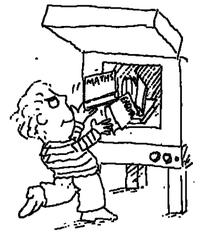
A modern educational furnace should have a double-skinned wall so that the external temperature stays low, and use no asbestos in its construction. Safety locks prevent the door from being opened with the power on, but it can still be opened (from necessity) when the furnace is hot.

Few preparations are needed to install a furnace, other than to ensure that the wattage suits the power supply available, and that an adjacent piece of equipment does not add a further load and blow the 30-amp circuit fuse. The physical size of research furnaces has to be small, or they would be prohibitively expensive.

A typical model giving 1200 C with a controlled ventilation outlet (needing no kind of air extraction in the room unless it creates gaseous by-products) would cost £500, and give a chamber around 9 × 15 × 18cm. The benchtop it stands on should not need any kind of heatproof surface, but nearby work surfaces should have suitable ceramic surfaces to allow hot items to be put down.

Some new furnaces are cheaper. Carbolite now have a muffle furnace with a low-cost element, the EML, for under £300. The life of the element is impossible to state positively but "around three years" can be expected from normal use. Cestradent have twelve models suitable for educational use and recommend their MF1a; all the models are in the range £500–550, but have slightly differing specifications.

There seems a very strong case for a crossover between science and crafts departments in the use of a single furnace. The obvious use to fuse ceramic glazes on jewellery is within the small capacity limit of the furnace. Annealing small glass objects is also possible with suitable temperature control – though a purpose-built furnace for this purpose, with a constant temperature of an even 750 C by fan circulation, is well out of any educational budget.



Apart from the manufacturers mentioned above, there are dozens of small makers who can put good quality furnaces together because it is a hand assembly rather than mass production job. Gallenkamp, of the educational lab supplies distributors, are alone in manufacturing their own make of furnace, and possibly have closer contact with the schools' needs as a result. Carbolite's marketing director admits that although many furnaces go out to schools, the company rarely gets to know exactly what they are used for, in strong contrast with the industrial/research markets where the final use often determines the custom-design of an individual furnace.

Major suppliers include Gallenkamp, Griffin & George, and Philip Harris Ltd.

Farming traditions

by Gillian Thomas

A barn with small holes in the wall for cats to get in and chase out the mice, a 200-year-old working dairy, and a beautiful walled kitchen garden, are all features of Cogges Manor Farm Museum, where aspects of farming at the turn of the century are being recreated by the Oxfordshire Museum Service.

The Edwardian period was chosen because it was the last period before traditional farming techniques were changed by the impact of the petrol engine, and because tools and equipment from the period are still relatively easy to find. The fact that people still remember them being used is an attraction in itself.

The Manor was built in the thirteenth century, and was extended in the 1600s. The stable and barns date from the seventeenth and eighteenth centuries. They have hardly been altered since then.

However they were in need of restoration. This is being carried out in stages using authentic materials and methods whenever possible. Two roofs, for example, await a supply of Stonesfield slate which will only become available when other buildings are pulled down. The original quarry, five miles away, was closed several years ago.

So far two rooms in the Manor have been renovated. Both are on show – the Back Kitchen and the Main Kitchen. In the former, two servants used to do the laundry and bake the bread. The oven behind the fireplace still works well, though neither it nor the ornate mangle nor the copper boiler were labour-saving by today's standards.

Among the original gadgets in the Main Kitchen is a huge cooking range where members of the local Women's Institute regularly give demonstrations of typical farmhouse cookery.

Butter making is also regularly done. Using wooden hand-churns makes it a lengthy process. Full explanations are available from explanatory captions.

The old methods of harvesting and threshing are illustrated with photographs and diagrams alongside the old tools on display in the stables. Restoration work has begun on the main barns, which were built when farming methods became more efficient and so extra space was needed to store crops. Eventually the farmyard area will be used to show the 'development' of farming in Oxfordshire.

Worksheets on each section of the farm – the kitchens, dairy and farmyard – are issued free to school parties, who must book in advance. There is also a historical and nature trail round the gardens and meadows. To complete the picture, a number of farm animals are kept there, including some rare Oxfordshire Down sheep, and donkeys, horses and cattle on loan from local farmers.

Cogges Manor Farm Museum is open between April and September, with lectures or demonstrations every morning for schools. The entrance charge for more than 10 is 25p a head. Guide books cost 65p. Bookings can be made through Oxfordshire County Council, Department of Museum Services, Fletchers House, Woodstock.

Significant invisibility

by Jackie Hardie

Camouflage and Colouration in the Animal World
by Dr. J. Feltwell.
Focal Point Audiovisual Ltd, 251 Connor Road, Portsmouth, Hants. £6.25 plus postage and VAT.

These two topics can be really interesting in animal biology, capable of being studied by any age group to the depth. It would be hard, though, to construct a coherent lesson from this set. The slides, credited to the Wildlife Matters Slide Library, are apparently a random collection, which touch on various aspects of colour and camouflage without covering either topic adequately.

There are too few examples of the various types of camouflage for younger age groups, and not enough detail for older pupils. The slides are even listed under their classification groupings of the animals rather than as examples of particular significant points. It is a pity that more British examples are not included to stimulate younger pupils to look about in their own area.

The twenty slides cover thirteen insects. Some are well photographed showing a lot of detail; two frogs; a lizard and an alligator; and an albino peacock are included as mammals along with the giraffe and the impala. The accompanying booklet, written by Dr. Feltwell, is not very helpful. Among the examples of colour significance shown is sexual dimorphism illustrated by the male green lizard, but the female is not shown as a slide for comparison nor is it described in the notes.

The impala is used as the example of counter-shading – another clear slide – but the explanation given of the survival advantage of this adaptation makes no mention of the bright sunlight and shadows of the animal's habitat. Instead it offers the idea of predators viewing the impala from above or below. No examples of possible predators are suggested.

While the Tyndall Effect is often met within animal colouration, the reference to it here as a means of achieving green colour by the interaction of yellow carotenoids and blue pigments, rather than structural blues, is inaccurate. Three types of insect colouration are described, which is quite useful, but the occasional references to evolution are not helpfully worded in implying determinism rather than chance.

Dr. Feltwell suggests that a given list of basic points, for example "cryptic" "mimicry" "countershades", should be clarified with the students before showing the slides. Surely the slides should be used to teach the points? A short list of books for further reading is included.

It is doubtful whether teachers will feel that this set and notes contribute much to their selection of teaching resources.

Body language

by Claudette Everly

Know Your Own Body
Parts 1-5. Mounted slides £10.95 for each unit. Cassettes, £5.95. Teaching notes, 80p per part subject.
Camera Talks, 31 North Row, London W1R 2EN

A nurse and a teacher have written these five slide/tape programmes to provide a very simple course in anatomy and physiology for 9 to 13 year olds. They have tried to reduce the subject to its "bare essentials", and they claim to have avoided technical language. The five programmes are "The Heart, Circulation and Respiration", "The Digestive and Urinary System", "The Nervous System and Special Senses" (2 parts) and "Bones and Muscles". The number of slides in each unit varies from 21 to 34.

Most of the frames are colour drawings, a few are colour or black and white photographs. The cassette commentaries last between 10 and 15 minutes, they are clearly spoken and, though they are pulsed, there are short pauses in which the frame number is given so that the slide set can be used with any type of slide projector. The sound quality is variable. Teacher's notes for each unit give a transcript of the commentary, background notes, information, and ideas for follow-up exercises.

The information is packed with jargon, which assumes that all teachers of 9 to 13 year olds have some biological knowledge. Some of the suggestions for follow-up, such as operating the tendons of a chicken's foot and investigating vibrations, could be fun. Others, like getting 9 to 13 year olds to draw a skeleton, will be difficult. Some, such as the supplementary work on reflexes, will be hard for teachers to explain.

The drawings on the slides are extremely simple – so simple that there are inaccuracies, and many have very little resemblance to the real thing. The diagrams of the heart section shows the walls of the four chambers to be of equal thickness. The innervation of the intercostal muscle is shown as a series of short, green horizontal lines from the armpit to the hip on the outside of each side of the body.

A few attempts are made to show the position of the major organs inside the body, but there is hardly any effort to display three-dimensional structure or to indicate size. A child could easily think an eyeball is flat, and the same size as the heart or a villus in the intestine. There are a couple of photographs of real organs and of organs in situ; there is a gruesome cadaver with thorax opened, a human heart and brain.

These are out of keeping with the rest of the illustrations in the set, and whilst the teacher's note state "teachers will have to judge what reply to give should pupils ask the source" (of the specimens), the inclusion of such photographs could be very upsetting. Value for money is questionable, for in all the sets at least one slide is duplicated in the sequence. In programme two (total, 23 slides), the slide of an outline of the gut is used five times.

The commentary is loaded with errors and the authors have failed to simplify complex topics accurately. In a section on teeth we are told "food attacks enamel" and about the eye that the "pupil reacts to light".

Although one of the stated aims was to avoid technical language, the commentary is peppered with terminology such as urinary meatus, occipital region of the brain, naso-pharyngeal duct and tongue papillae. In other places however, they have avoided such language to the point of confusion.

The authors justify the teaching of these complex topics by stating that the human body is the ideal place to begin the study of science. There is no evidence of the process of science anywhere in the units. Moreover the units will reinforce from a very academic point of view – the impression is of a diluted (thin) nursing course produced by people who have lost their own sense of wonder and joy of discovery.

Introducing inheritance

Victoria Neumark on the 'Origin of Species' exhibition

Origin of Species
Permanent exhibition. Natural History Museum, Cromwell Road, London SW7
For school visits contact Visitor Services Section Tel:01–589 6323 extension 759
Sixth form worksheets available

When canvassing Origin of Species the staff at the Natural History Museum were startled to find that very few students in the target age-group of fourth to sixth years understood natural selection in evolution. On the contrary, LaMarck's largely discredited ideas of the inheritance of acquired characteristics were widely, if muzzily, held. This attractive new exhibition should leave anyone above the age of 15 with a clearer idea of what Darwin had to say, and why most of it is still regarded as so important.

Although the museum has included very little genetics and has concentrated on familiar animals to provide the examples, there are none the less many difficult concepts to grasp and the extensive use of dioramas, push-buttons and video as well as the more standard tape-slide and film showings should be appreciated by visiting teachers.

By constantly referring to Darwin's observations on the Beagle, the organisers have avoided straying too far onto the wilder shores of neo-Darwinism, though the final section does touch on other evolutionary theories.

An introduction to "The problem Darwin solved" gives the mid-Victorian setting of Darwin's study – providing a useful historical reminder – and demonstrates how selective breeding of domesticated animals gave him a clue to his theory. The second and third sections, "How we recognise species" and "Species in nature" cover various methods of classification: by appearance, smell and song. The chaffinch and willow-warbler, nearly identical in appearance but different in song, provide a charming example. But, as the examples of acorn and oak, black man and white man, point out, some species vary.

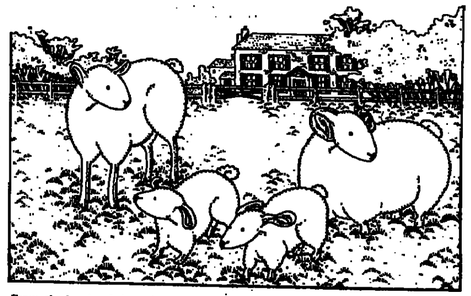
To illustrate the most workable definition of a species, the breeding group, which "depends on the way organisms behave and is never a matter of personal opinion" the hybrid and sterile mule is compared to a tribe of prolific weasels. The limitations of even this definition are not shirked – breeding behaviour will not help to categorise fossils or self-reproductive organisms like garlic.

"More than enough offspring" and "Environment – the struggle to survive" explain clearly why it is that heavily breeding groups like cockroaches don't outstrip everything else and control the biosphere, (a very attractive diorama shows moles and blackbirds competing for worms) while "Introducing inheritance" and "Variation and inheritance" reminds visitors that characteristics are inherited, and yet that inheritance may vary. A very simple push-button game illustrates how a red cow and a white bull can have offspring with four possible colour patterns. Here minimal genetics are touched on, but the theory of "Natural Selection", properly introduced in the eighth section, does not depend on genetics for its formulation. Such genetics as Darwin used were rudimentary and faulty.

As well as the famous examples of the pepper moths in Manchester, the incidence of haemophilia and sickle cell anaemia in human beings are used to demonstrate variation and selection, and that well-known catchphrase of "the survival of the fittest" can be tested by an ingenious video game which involves the player in tracing the fortunes of two sets of pale and dark mice on different coloured backgrounds. It is a pity that the exhibition is rather cramped, so not many people can participate at the same time.

The last two sections, "How are new species formed?" and "Origin of Species" are treading on more contentious ground and give a rather simplified explanation of an interplay between geography and spontaneous mutation. An excellent film, which uses animation and photography from the Galapagos Islands, where Darwin spotted his thirteen types of differently adapted finches, is more helpful than an exhibit showing how man has produced swedes from a cabbage-turnip cross – though that does tie in with the examples from domestication at the beginning of the exhibition.

Origin of Species, particularly if used in conjunction with its accompanying book, should provide just the right corrective to half-formed, misinformed ideas about evolution. While the surface liveliness of the exhibition might seem almost distracting, in fact it is so well devised and held together by its insistence on Darwin's own discoveries and theories that it succeeds in holding and developing a scientific interest.



From the book of the exhibition. Short-legged rams.

Pictures of health

by Stanley Segal

Educating Mentally Handicapped People
by Ann Craft
3 sets of mounted slides, £10.95 each. 3 cassettes, £5.95 each. Teaching notes 80p each. All prices exclusive of postage and VAT.
Camera Talks Ltd, 31 North Row, London W1R 2BN

Before I began to look at the actual software I found myself reacting curiously – and certainly cautiously – to this pioneering series. "Educating Mentally Handicapped People" – how could such a series reach them? Where are they? Of the three or four per thousand of the population who are thought to be functioning at "severely subnormal" level, only a fraction will be found in hospitals, hostels or voluntary homes. A great many are at home.

The Warnock Report is prompting more leas to ensure that their schools for the ESN(S) retain pupils aged between 16 and 19 years or provide further education for them. More Colleges of Further Education are linking up with Adult Training Centres and considering what courses they can usefully provide.

People who are mentally handicapped differ as widely from each other as they do from the rest of the population. What they have in common are severe learning handicaps which often include a short concentration span. Yet here are sets of fifty, fifty-one, and forty-two slides.

But the first test to which I put this series proved not only reassuring but encouraging. The slides and the tapes provide useful guidelines and talking points. Part one, *Behave Yourself*, is plainly best directed at Kushlick's CAN's, Continent, Ambulant adults with No behaviour problems. They may also be useful as an aid to teachers of older pupils in ESN(M) schools.

The slides are well produced and centre upon social needs and everyday experiences of people who attend an Adult Training Centre from their homes. I found it necessary to stop the slides and tape quite often, to encourage observation and discussion. It was helpful to insert role play of the situations, e.g., introducing a friend, passing a message, and so on.

The sensible, matter of fact way in which some delicate matters are treated – including kissing and hugging by the public in public – is one of the strengths of the series. Towards the end of part one (slide 43) an attempt is made by means of questions to underline the dangers of a young woman getting into a car with an unknown man, and there are eight slides designed to promote audience participation which can be supplemented by role play.

Part two, *Picture of Health*, refers to looking healthy by living healthily. The slides illustrate simple exercises and insert some examples of people who suffer through smoking, overeating of poor foods, late nights or failing to wash adequately. Again the question of personal hygiene is dealt with in a practical but forthright manner.

It is unlikely that all staff would want to show the first two parts in their entirety to mixed groups, and the third part – *Having a Period* – would obviously be relevant only to women. Its final section illustrates and discusses the merits of different sorts of pad and tampon, discusses where they are to be bought, and goes into necessary detail, including the question of what to do when a period is missed. The teacher is encouraged to explore with the group some of the myths they may have heard about behaviour during menstruation.

Frank, practical, introductions to these topics is plainly overdue in many centres, and there is little doubt that this series can be put to good use. The trend towards integration makes such productions all the more important. Despite the qualifications made here, this series is to be recommended.

Personality and heroics

by Gorman Stafford

Nelson's Victory
59-frame filmstrip with notes, £6.25. Optional cassette, £2.50 plus VAT.
Focal Point Audio Visual Ltd, 251 Connor Road, Portsmouth, Hants

This is a straightforward account of the ships and men in Nelson's navy, and of the events which culminated in the victory of 1805. National and personal heroics of this kind tend to be out of favour with historians. Napoleon may very well have "reckoned without Nelson" and there may be legitimate comparisons between 1805 and 1939, but we have not been putting it this way recently.

1758 was the year both of Nelson's birth and of the approval of the laying-down of Victory. The filmstrip explains this and continues with short sections on Nelson's early career, on the state of the European war after Amiens, and on the pursuit of Villeneuve to the West Indies. The scene is thus set for detailed studies of life on board the Victory and of the Battle of Trafalgar.

Hardship, inadequate rations, low pay and long periods at sea were routine features of life on board the Victory. There are good descriptions of the operation of the press gang, the intolerable living conditions, daily schedules, grog rations and of punishments. A clear distinction is made between officers and men, the former being drawn largely from the families of the gentry in the south of England.

The account of Trafalgar itself is excellent: the high point of the unit, handled with an obvious relish by the author Lawrence Jay. Nelson's initial tactics are explained and the events are described hour by hour. Familiarity does not blunt the story and it is well told here with the aid of diagrams, models, and Nelson's own observations on the passing action.

Trafalgar in this current account is primarily about ships and men, and the political implications take second place. France was broken as a maritime power and Napoleon was contained on the continent. England was freed from the threat of invasion, the Peninsular War followed and Wellington, supplied by sea, was given the tactical mobility he wanted.

The unit concludes with a short summary of the subsequent history of HMS Victory. James Chapman, the last of the Trafalgar ratings, died in Dundee in 1876 at the age of 91. The Victory, restored to her Trafalgar condition, has spent most of this century in dry dock at Portsmouth. It constitutes one of several Nelson memorials in this country which serve as centres almost of pilgrimage.

The accompanying notes are sound. The factual information is generally illuminating, and occasionally overwhelming. The Victory was 227 feet long, mounted 104 guns of various calibre, and fully manned it carried 704 men. The heaviest guns were the 32 pounders with a range of 2,610 yards and at 1,000 yards could penetrate 31½ inches of solid oak. Sailors received one-third of a pint of rum mixed with water at mid-day and again in the evening; in British harbours they were allowed two gallons of beer a day — there is much here to appeal to youthful imagination.

media

Soluble problems

Andrew Rothery reviews a primary maths series

ETV
Mindstretchers
BBC. First broadcast May and June, 1981

This summer saw the start of *Mindstretchers*, an imaginative new series for 10-11 year olds. Each programme introduces a problem to pupils in a brief five-minute burst. A second five-minute programme is broadcast a few days later to provide discussion and solutions. In the meantime, with help from the teacher, pupils are expected to work on the problems.

The five problems in this series centre on weather forecasting, archaeology, calendar construction, environmental planning and bridge-building technology. The problems set are not explicity mathematical, though most involve mathematics and would greatly interest teachers developing work in applications of mathematics. However, the programmes go much further and illustrate the methodology behind a number of broadly scientific disciplines. They do this by involving pupils in a scaled-down realistic problem which can be worked on in school.

The first problem asks pupils to make a forecast of the weather based on assumed conditions. The various graphs and information needed to make this prediction are also provided. It is perhaps unfortunate that this very first programme is quite complex, though it is within the capability of most pupils if some help is given.

The material is presented at great speed and it would be essential for the teacher to re-present it in the classroom using the script in their teacher's notes. Nevertheless the content is excellent and constitutes a very interesting activity, giving also a good flavour of how weather forecasting is done.

The second problem is in complete contrast. Fully dramatised, it shows an archaeologist "discovering" the remains of what looks rather like an old air-raid shelter and, among other things, a brick wrapped in underwear. Pupils have to figure out what the remains are, and how the objects were used.

This was the least realistic of the programmes. There were hints that we were seeing how archaeologists worked in general, but pupils will have learnt more about modern history than about genuine archaeological methods.

"Rethinking the calendar" was the theme of the third programme, and this presented a creative mathematical task; to construct an improved version of our complicated calendar. The programme explained at a careful pace how the calendar has evolved. The is an exercise in exploratory thinking touching into maths and science which would be well within the capabilities of the pupils.

The last two programmes cover environmental topics: housing and bridges. Pupils are asked to design a housing estate using model houses of such a size that ten houses can be built on a sheet of A4 paper. The programme gives some ideas, nicely illustrated by film of real houses. The follow-up programme shows some real pupils and their designs. This topic reveals how planners think, and provides material for discussion on aspects of housing.

The bridge-building programme is rather like a junior *The Great Egg Race*: pupils are asked to make a model bridge which would span a distance of 500 millimetres and support a weight of 500 grams. Only cardboard, string, glue and straws may be used. The programme explains some simple technology in the designs of different bridge structures.

Most of the programmes set problems which have a variety of sensible solutions. They help children learn to apply their knowledge, and with the help of the teacher and the teacher's notes, there is excellent material that gives factual information and shows some of the thought processes that underpin some of our uses of science.

Tomorrow's technology

by Jim Anthony

ETV
Today and Tomorrow
BBC TV

This series of four programmes for the top of the middle school offers some visions of the future which should arouse children's interest in the technological developments that may affect their adult lives.

It is not a new idea, and not very original thinking to have two presenters from 2051 A.D. in Star-Trek-type costume condescendingly discussing our blundering, wasteful century, though the attitude is justified. Fortunately the presentation of *Today and Tomorrow* is briskly professional, with talking heads kept to a minimum. Each programme considers a theme. Microprocessors and their applications came first. Programme two dealt with energy and the finite supply of fossil fuels. Transport, and the Global Village, complete the series.

Today's eleven year old and come to that, his twenty year old sister, are surprised to learn of the days when radios were sizeable pieces of furniture, and a hearing aid smaller than a loaf of bread was considered the latest thing in convenience. Now there are matchbox radios and calculators the size of credit cards, but the technology that makes both these and the robot car factory possible, is also the technology that should be giving nightmares to those now employed in jobs which are likely to disappear as a result of these developments. Even in agriculture, computers work out the quantities of water and fertilisers needed for automatic application.

The programme on energy possibly exaggerates the shortage of fossil fuels, but it is always salutary to imagine the chaos in a world which, deprived of oil products, has to adapt to their absence. Just as Britain was first into the Industrial Revolution and seems to be the first to be on the way out, so too we may have to take the lead in designing a future without oil in its present form. The possibilities touched on here are startling in their scope, and in some cases, desperation.

Growing millions of acres of plants to convert them to fuel-alcohol, batteries of huge windmills, tidal barrages, are put forward as possible measures to stave off a world in which the only wheeled transport would be cycles, prams and roller skates. (It has its attractions). The final programme in the series (which will be repeated next year) is titled the Global Village, which indicates its concern for the strain on the earth's resources by ever increasing demand, and the interdependence of everyone on the planet.

Children's attitudes towards this series, and others like it, are interesting. They are fascinated with the technology and gadgetry, bored by the talking heads, and apparently indifferent to the possibility that with the passing of only half a dozen years and the arrival of their legal right to acquire and drive a car, there may be no fuel to propel it.

Features with flair

Nick Thomas reviews 'Chalkface'

CONTINUING EDUCATION
Chalkface
ITV, weekends. Times vary between regions

The first programme in Granada's new education magazine series, *Chalkface*, was stiff and awkward – very understandably. By the fourth programme, though, the tone was still stiff and awkward; and the blame lies squarely on the professional television people involved, who have imposed upon non-professional broadcasters a whole armoury of creepy "communication techniques".

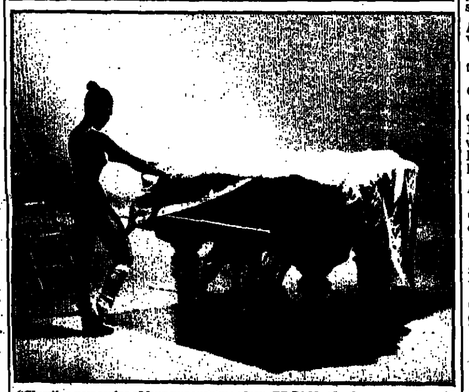
Because of this we have interviews consisting wholly of leading questions ("And teachers actually worked with experts from the Home Office on this, didn't they?"); constant chopping around between Ted Wragg and Stephen Cohen, presumably for fear of boredom if we see one face for two minutes; and the culminating awfulness of our two presenters sitting side by side trying to have an unaffected "conversation", like American newsreaders.

A lot is demanded of the presenters in the way of spontaneity and what emerges is a sort of mildly leftish, mildly beery (jokes about research into brewing techniques), heavily sexist atmosphere which represents quite well the more irritating backwaters of education.

An educational *Nationwide*? Well, *Chalkface* has one strong point: each week's big featured report is generally interesting, is given enough depth to mean something (unlike most of the snippets), and has the sense to let the participants be themselves.

There was an excellent film, for example, on the teaching of "television consciousness" in a Nottingham comprehensive, with access to the university studio to find out in practice just how television can put an "active construction" on apparently objective reality.

Perhaps the pupils should take *Chalkface* itself as a test case. In very many ways, the reality of its subject matter is being warped – not intentionally, but through the moronising telly-ese technique of its presentation. Those responsible should recognise that, by the nature of the medium, they cannot compete with journals and newspapers for news and interviews. They should concentrate on the in-depth filmed reports, where they show a definite flair.



"Class", a new series of four programmes from BBC1 North, shows more than 30 examples of original dance work in schools. An A level certificate in Drama and Theatre Studies was introduced this year, and from 1983 an O level course incorporating contemporary dance will be available. The picture shows Miss Sharon Donaldson of Parklands High School, Leeds, in a dance called "Silent Scenes", which was part of the first programme. Programme two, shown tonight at 10.15 p.m. throughout the BBC North area, includes two improvised sketches, a dance solo, and a dance/drama work based on a poem by John Clare. The programme is introduced by Linden Almond, who teaches drama in Wakefield. The children whose work is shown during "Class" range in age from 12 to 19 years, and all of them live in Yorkshire or Derbyshire.

Glug, glug, glug

by Victoria Neumark

FILM
The Balancing Act
23 mins, colour, sound
Available on 16mm film, VHS, Philips 1500 and U-matic video cassette on free loan from Shell Film Library, 25 The Burroughs, London NW4 4AT. Teachers' notes with film.

Glug, glug, glug. Is it the oil flowing through the pipeline to satisfy consumer demand, or merely the healthy gush of Shell's cash-flow out of our pockets and into their banks? By treating the co-ordination of oil supply and demand as merely a question of logistics for Shell planners the makers of *The Balancing Act* beg all the really interesting questions.

Perhaps this would not matter so much if those logistics were more palatably conveyed. However, with a female commentator whose voice is as scratchy as a fork scraping a plate, a grossly over-simplified pictorial representation of the route from well-head to consumer, and a deal of whimsy in the script, it can hardly be said that this film does the PR job which one imagines it sets out to do. Nor, as Shell-Mex's director of film Mr Godfrey Jennison pointed out to me, does the film have any particular educational point.

"We just make the films to explain our point of view to the general public", he explained. It just so happens that 70% of our borrowers from the film library are schools." A level economics was suggested by another employer as the correct educational slot for the *The Balancing Act*.

In order to get across the really very simple notion that big companies need to employ short, long and mid-term planners, whose work is correspondingly hectic, measured, and contemplative, the figures Short-Term (fat, sweaty, always on the phone), Medium-Term (city suit, reading newspapers) and Long-Term (amiable eccentric, head in a book) are used.

The female, whom you are asked to believe is a Shell office-girl, ties up these explanations with recourse of the film is a fairly useful explanation of animated diagrams. Stripped of these trimmings, this middle section of the workings of one section of an oil company. It does not, of course, explain the strategies of marketing, politics, business competition – which underly these tactics, and which A level economics students should be able to begin at least to comprehend.

The first and last sections of the film are totally redundant. The first – a poetic sequence of an acrobat on the beam – merely illustrates the title. The last several minutes are occupied with a baffling series of jargon-filled dramatic encounters between various members of the "real-life" 400 planners whom the fictional Planners represented.

It is vital for everyone, A level economics students no less, to be aware of how the oil companies supply and public demand intermesh. But watching *The Balancing Act* is not going to help anyone to find out

Briefings

Radio and tv

Continuing education

Play Tennis (Saturday, 9.05 BBC1)
Derek Horwood suggests a methodical approach to playing tennis and shows how beginners can help one another.

The Long and the Short and the Tall (Saturday, 20.35 BBC2)
Ron Smedley's production was widely praised when it was shown on schools television.

The Face of Germany (Friday, 06.40 BBC1)
John Breuilly of Manchester University discusses the background to the 1848 revolutions in Germany and the tensions caused by Prussian dominance.

For schools

Over to You (Monday, 10.05 ITV)
8 to 10 year olds hear different people's ideas on food. A poem reveals what little girls are really made of, and the witches from *Macbeth* mix a modern version of their unsavoury soup.

A Place to Live (Monday, 10.40 ITV)
What happens when "The Tide goes down?" The over 8s see how periwinkles and limpets rush to watery hiding places to escape from turnstones, redshanks and oystercatchers.

Exploration Earth Monday, 14.00 VHF4)
Two programmes looking at the tougher outdoor leisure activities.

Out of the Past (Monday, 14.18 BBC1)
9 to 11 year olds join the "Brendan" on her voyage to Newfoundland in 1976. This historical experiment lends weight to the theory that the first Europeans to reach America were Irish monks in the sixth century.

It's Maths! (Tuesday, 9.35 BBC1)
This programme for 9 to 11 year olds consider solid shapes and ways of classifying them.

Resource Units 11–13: Religious and Moral Education (Tuesday, 10.38 BBC1)
What is "Man's Dominion"? An ecological physicist and a farmer discuss ways of combatting the imbalance between available resources and grinding poverty.

Nature (Wednesday, 14.45 VHF4)
8 to 10 year olds end the term with a nature quiz. Not competitive, but designed to increase the children's powers of listening and observation.

Advanced Studies: Geography (Thursday, 11.40 VHF4)
Two series examiners discuss Human and Economic Geography examinations. They emphasise the importance of reading widely and planning study and revision sessions. Useful for next year's candidates.

extra

Educational Technology

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Another language 40

Current innovative enthusiasms

Geoffrey Hubbard considers the history of educational technology, and the future of our present obsessions

"Whatever," they ask, "happened to the teaching machine, to programmed learning, to closed circuit television?" The implication is obvious. Will the enthusiasms of the present end up like the enthusiasms of the past, with microcomputers, open learning, Prestel and the rest all gathering dust in the stock cupboard?

One of the reasons we learn so little from history is that we misread the messages of history. First, and easiest, let's look at teaching machines. There is a lesson to be learned from the history of the teaching machine and, even more, the language laboratory. It is that such equipment is only as good as the teaching material that it operates on, software in computing jargon. If all those who could benefit from that lesson had learned it in the Sixties, it would have been cheap at the price.

Programmed learning – unlike teaching machines – has not disappeared without a trace. It survives, as its pure form, in a number of "Learning by Appointment" centres. In quite a lot of self-study material, and even in the occasional instruction booklet. Moreover, there is a great deal of independent learning material about, and most of the authors who know their business learned it writing programmed texts.

And closed circuit television? When I hear that one being trotted out I know I am in the presence of a Grey Eminence of education, one of those who can remember every move of the infighting over the creation of the Colleges of Education Consortia (where are they now, where, for that matter, are most of the colleges of education; "Ou sont les neiges", if I've got it right, "d'antan?") but has failed to notice the coming of the videocassette recorder.

We mustn't misread the history of educational technology. The existence of a fossil record does not prove that all life is extinct, and evolution and adaptation take place in educational technology as much as in other aspects of terrestrial affairs. Even so, are there good reasons for thinking that the future of our present obsessions will be different? I think there are. The innovations of the Sixties were attempts to bring about change in isolation within the education and training system. The innovations had no counterpart in the outside world; they did not reflect changes elsewhere. The innovations of today have some relation to the changes in the world out there.

There are two responses which could frustrate the education and training system from these changes. The first is to deny their existence or significance; to see informatics, microelectronics, the whole range of new technologies as just another incremental step, whose effects have been greatly exaggerated.

The second is the Sabre-Toothed Curriculum, to accept that there are changes taking place but to insist that education and training in the accepted form are appropriate for the new conditions. Both views are profoundly wrong. I believe the changes which are being brought about by technology are deeply significant and that education and training will ignore them at their peril.

However, one of the most enduring features of the British system is that, whatever I think, whatever the Government thinks, there will be a very great diversity of practice, so that, if we are completely wrong in our current innovative enthusiasms, there will be some enclaves where the full rigour of the sabre-toothed curriculum will be preserved. Generally speaking, the British education and training system is stronger on conservation than on innovation.

equipment only as good as the teaching material

In an attempt to identify the directions of change, the pattern of organization is important not least because in the decentralized British system it is the organization that is always being reviewed, perhaps because those theoretically in positions of authority can do remarkably little about what actually goes on. I suppose the first pattern or organization was "hunting with Father", still extant in training where it is known as "sitting next to Nellie". It is the family-based learning model.

Next came a model based on the Church: the teacher presents himself at a particular time and place and offers his message; it is up to the learners whether they attend and what they derive from the experience. This survives in higher education, where the formal lecture is very close in form to a sermon.

The next development, associated with the name of Joseph Lancaster, applied to education the organization of the factory.

It is, I think, more than a mere fancy to see the influence of non-educational structures on educational organization. If the age of cheap brick buildings, cheap printed books and cheap transport produced the pattern of large education and training institutions just as it produced the comparable large concentrations of industrial production, what might we see as the comparable changes in education and training to those developments now imminent in the world outside?

We are not likely to derive much benefit from looking at manufacturing industry; that is already on the path followed by agriculture over the last fifty years or more. Labour employed has dropped from about 40% of the employed population to about 2%, while the output has gone up substantially. No, we should look, I suggest, at what is beginning to happen in the office, which is now exposed to a cluster of new technologies – information handling, communications and computing.

The possibilities which these developments open up are considerable, for example it is now possible to have an office organization which is not all in one geographical location. It is not a very sophisticated application of technology to put two word processors on either end of a telephone line, yet it represents an enormous advance for anyone who has to deal regularly with a distant office, or a network of offices and branches.

If you use the Microwriter, which gives the individual members of the staff their own individual inputting facility, the need to be in the office is greatly reduced, as is the need for intelligent people to spend their time transcribing the words of others into legible form on a typewriter.

Next year a closed videotex system should be possible through the "gateway" facility on Prestel, enabling office workers to gain access to office records while at home. At this point the employer may start asking himself why he is paying city centre rents for working space for his staff and we may begin to see offices which consisi mainly of service units and meeting rooms, and office activities consciously divided into those which you can best do undisturbed, and those for which you need to foregather with others.

Now translate that into education and training. The Open University has shown clearly enough, if that were necessary, that there are some aspects of learning that cannot easily be done in isolation. But it has also shown, and this is borne out by CET's work over the last four years on open learning systems, that a properly designed approach, identifying those parts which can be learned independently and those parts which need to be handled in a group, with professional assistance, can work in a wide range of subject areas and at varied levels in further and higher education.

Now, neither the Council, nor I personally, has any particular interest in such approaches as a way of providing education and training on the cheap, though it is important to demonstrate at least that the costs are acceptable, which usually means not too different from those of conventional methods. But if it is the only way, or the preferred way, in which learners can get what they want, should we not be exploring the education and training equivalent of the electronic office?

All the component technological elements are already available; the ubiquitous microcomputer, the special chip that enables it to function as a Prestel terminal, the Prestel system itself and the technique called "teleSoftware", whereby computer programs are stored in the Prestel system and delivered directly into the prospective user's microcomputer. (Do not, by the way, be deceived by those who suggest that a teleSoftware system consists of putting up program listings on Prestel for the user to copy down with pencil and paper and then key in. That is not teleSoftware; it is just *soft*.)

working from home

If we think forward (but not very far forward at the present rate of progress) to a time when these facilities are as widespread as the television set, the hi-fi and the pocket calculator, and if we think of needs, in terms of training and retraining and in terms of the continuing education of a rapidly and radically changing society, can we not begin to see how such needs might be met?

Essentially one is talking of n further extension of the concept of open learning, of making learning available at times and places where people can take advantage of it. The place will often be the home, and the time will be whenever the student wishes. There is also n further degree of freedom, in that the content will be, to a much greater extent than at present, student selected.

I prefer not to think in terms of the equipment, which is secondary, but in terms of the functions which need to be performed. Take, as an example, an adult who recognizes the need for some further education or training, for his own development or in the interests of his career. This may be either a matter of holding his existing job or of getting

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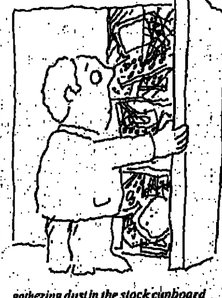


gathering dust in the stock cupboard

extra

Enthusiasms

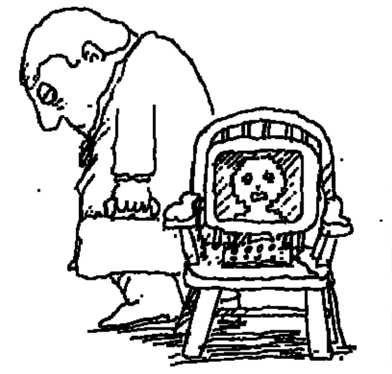
continued from previous page

a new one. The first requirement is for an accurate definition of the perceived need. That is to say, we should accept that the prospective student knows in broad terms what is needed, but help is called for in making the requirement more precise.

The next stage is to draw up a study plan, which could call on elements from existing conventional courses, elements from existing open learning systems, and self study elements put together from existing resources for this specific purpose. The student then needs access to the learning materials, access to tutorial guidence, and access in appropriate cases to practical facilities and to opportunities to meet with fellow students. There is also the need to test at suitable points in the process whether progress is being made towards the desired goal – not necessarily the same as continuous or intermittent assessment for the purpose of awarding qualifications.

All of these functions could be provided in the conventional way: at institutions, at set times. But technology offers an alternative. There are interesting questions to be explored in respect, for example, of how much of the counselling function could be done through a videotex system. Certainly the information-providing part, but how far could one go with the guidance element? It is not too far from the careers guidance work which is already being done by computer. We also have much ground to cover in finding out the best way of using the various delivery systems to bring the learning material to the student, and the range of such systems is continually extending.

At this point I seem to hear an echo of a protest from the time of the early teaching machine. How about the teachers? The classic riposte – that any teachers who can be replaced by a machine should be – still stands. But I would like to go a little further, on a broader front. In industry, in the office, and in education and training, the applications of microelectronics seem to point inevitably to the taking-



teacher replaced by machine

over of certain tasks by the machines. But in the caring services, and in all those parts of our society where people help people, there are no limits to growth.

The education and training process must surely always contain a vey large element of this nature, whether in the form of counseling and guidance services, of group and individual tutoring or of that most interesting part of the process, helping students to explore their understanding. However, it is important, if you are in the business of people helping people, it is necessary to make sure that the help is what the recipient wants to receive, not what the giver wants to give.

Technological developments offer us the opportunity to extend the range and scope of the education and training sytem. I would like to see that potential used to the full in the interests of the learner. I am convinced that if we do that, there will be no lack of demand for the services of those whose purpose in life is to help others to learn.

[1]Benjamin: *The Sabre-toothed curriculum*. Chapter I: 1 from *The Curriculum: Context, Design & Development*, ed. R. Hooper (Open University Press, 1971)

[2]W Birch and R E Cuthbery: *Costing Open Learning in Further Education* (CET, 1981)

Geoffrey Hubbard is Director of the Council for Educational Technology.

Aspects of educational technology

Patterns of Teaching
by D Mantz Yorke
Published by the Council for Educational Technology. ISBN 0 86184 030 5. £8.

Patterns of Teaching is subtitled "a source boook for teachers in further education" and is intended to extend and develop the ideas contained in the workshop materials and self-study units of the "Designs for Teaching Project".

The book deals with findings not only in new and recent teaching methods, but also with aspects of educational technology and how it can be practically incorporated into existing arrangements.

The section on "Audio-visual media in laboratory work", for example, suggests that the use of media can help to overcome the problem of students entering tertiary education with limited laboratory experience and that often, students' attainment of objective is improved when audiotape with pictures or videotape has been used.

Basil Browne

Dialogue for a new VIC

Wendy Roy discusses the potential of the Video Interface with Computer system

The VIC (Video interface with Computer) system is a unique permutation of the technology currently being explored by certain sectors of American education, but it has not yet emerged within Britain because the videodisc players themselves have not yet been launched here by the manufacturers. The first launch date is scheduled for autumn this year. This will be the Philips LaserVision consumer model.

In the US VIC systems have been developing since the late 1970s and many are now well into the first generation of software programme production. Both computer programs and video programmes are used in the VIC system so it is wise to make the distinction from the beginning.

The typical VIC system uses a standard monitor and computer and ancillary equipment. The major technological innovation is the video disc player. There are two types of player: the optical and capacitance. The more technically sophisticated optical players are of most significance at the moment since capacitance players with computer interface capability have yet to be developed to a marketable level.

The optical videodisc player uses a laser beam and a videodisc which revolves at 1800 revolutions per minute. There are 54,000 tracks per side, each having analogue pits containing the signals needed for one video screen frame. The US models use 525 lines of signal per frame, while the British system will use 625, relating respectively to existing TV standards.

The US disc spins at the equivalent of 30 frames per second, resulting in 30 mins playing time per side; there is also an extended play version which runs for 60 mins but looses its frame access capabilities. The 30 frames per second speed ensures that the sound, laid down in the second audio track of the disc is not garbled, which it would be with the existing technology at any other speed.

The videodisc as discussed here is produced in two ways: the optical transmissive and optical reflective. Optical reflective discs are covered with a reflective coating causing the laser beam to bounce off the surface of the disc to photocells above.

Optically transmissive discs are transparent, allowing the laser beam to shine through the disc to the photocells under the disc itself. Of the US videodisc players, the Thomson-CSF TTV model is optically transmissive while the Philips VLP, Magnavox. MCA Discovision and Pioneer models are reflective. It is a model of the Philips VLP system which some British enthusiasts consider will be the most successful in this country.

The Nebraska University Videodisc Group has identified four different video player performance levels: *The Basic Player* – any consumer model, either videodisc or tape, designed for real-time programme play. *Level I* – a consumer model videodisc player with freeze-frame, autostop, chapter search and dual audio, but with limited random access, limited memory and no processing power. *Level II* – an educational/industrial model videodisc player with all the capabilities of a level 1 player, plus a built-in programmable memory. *Level III* – the same educational/industrial model player interfaced with a computer. It is level III which we are calling, in this article, the VIC system.

Any disc designed for a VIC system can operate on the lower levels of player. The interface with computers, however, gives the ability to obtain more than the "read-only" memory printed into the disc itself, since the interface permits an overlay of dynamic computer graphics on videodisc still frames or motion sequences.

While an optical reflective disc player cannot use a transmissive disc, any optical reflective disc player can use any optical reflective software whether it was designed for that level of use or not. This gives complete compatibility between the optical reflective software and hardware, within the limits of the functions each player can provide. The same is true for the transmissive components and software.

The two optical systems are identical, however, at premastering stage, i.e. the different transmissive or reflective masters for pressing multiple discs can be produced from the same premastering material – a 16mm film of 1" (normally) videotape. This means that designers of software programmes can produce programmes for both optical systems simultaneously.

In the distribution of software this interchangeability is important as it enables production costs to be kept as low as possible. Production of a videodisc is very expensive at the development stages – especially those designed for VIC systems where the computer program is laid into the second audio-channel prior to mastering. If there are any faults in the computer program they will be printed into every disc produced by the master. It is essential therefore that production of both the computer information and the visual material be tried and tested adequately prior to mastering – an expensive process.

When the mastering is done however, videodiscs are very cheap to press, especially with high runs. Costs vary from £4-£10 depending on the system and disc features – far cheaper than videotape duplication.

And, since the VIC system could use computers already installed in schools, and the standard television sets already placed in classrooms, the purchase of videodisc players are all that is needed. Once a British system, whichever one it will be, is established, there will be little, barring funds to buy or rent a player and permanent, indestructable discs, to stop those more innovative teachers exploiting VIC systems in education, providing there is an adequate supply of suitable software.

Who holds this key to the development of software for the British system? In the education field, developers of CAL materials could be the obvious candidates to develop and produce such material. Yet it is not necessarily the lack of a British system which will hold back the development of British software, nor even the lack of funds. It will probably be lack of insight into the potential uses of this system within the classroom, and lack of expertise in the development of integrated visual-and-computer software.

While teachers and developers of CAL software and distance learning materials at the International Video Conference in London recently were excited by the presentation of the American VIC systems, the media people seemed unaware of its tremendous potential. Without the combination of teachers and media producers any software produced for the British market is bound either to be boringly didactic, thereby denying the exciting learning possibilities of this new combination system, or too loose and media orientated to be of educational value.

As yet there are no plans to fund development of VIC software, though it is rumoured that the whole question of videodisc technology is being discussed at Government level. It could be that, without funding for British VIC software development, either from the Government or film and broadcasting industries, or hardware manufacturers themselves, US software will merely filter through into the British schools without modification.

However, because of the strong emphasis on formative evaluation prior to mastering, the software so far developed could be regarded as very deterministic both in content and learning theory. It is often specific to American educational needs. It is also debatable whether the learning theories used by the Artificial Intelligence school upon which much of the software is based, have relevance to British educational methods.

At a guess, it will take several years for the VIC system to be fully introduced into Britain. It will take as long for some of the more fundamental questions concerning its use as an audio visual technique and the types of software most acceptable to British teachers and pupils to be solved. It is essential that action is taken very soon.

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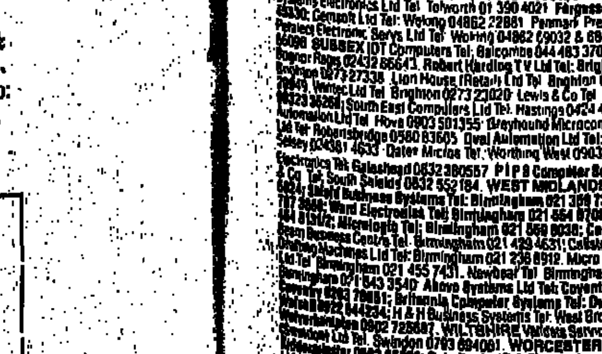

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Dataplus Ltd Tel: Cheltenham 0242 30030; MPL Computers Ltd Tel: Cheltenham 0242 582090; Christian Brann Ltd Tel: Cirencester 0285 6944; Beaufort Computer Services Ltd Tel: Gloucester 0452 416301; William Jobs & Co Tel: Stroud 04536 76109. **GREATER MANCHESTER** Microsoft Structural Control Tel: Altrincham 061 928 4539; Quadrant Computer Services Ltd Tel: Altrincham 061 928 8302; Professional Data Systems Tel: Bolton 0204 480000; Beam Business Centre Tel: Manchester 061 831 7066; NSC Computer Shops Tel: Manchester 061 832 2269; Altar Computer Ltd Tel: Middleton 061 643 1549; Shannons Radio Ltd Tel: Urmston 061 748 2339. **HAMPSHIRE** Community Computers Tel: Petersfield 073 087 567; Milron (Electronics) Ltd Tel: Alresford 096273 3826; Beam Business Centre Tel: Eastleigh 0703 619211; Padmede Computer Services Tel: Fleet 02514 21838/9; Bentley Walker Ltd Tel: Hayling Island 07016 3943; Logan Electronics (UK) Ltd Tel: New Milton 0425 618228; Access Control Systems Ltd Tel: Petersfield 0730 5274; Tabs Ltd Tel: Ringwood 04254 4761; Grist Business Services Ltd Tel: Southampton 0703 38081; G & M Management Services Ltd Tel: Southampton 0703 30654; Business Electronics Tel: Southampton 0703 738248; Micro C Ltd Tel: Southampton 0703 29676. **HEREFORDSHIRE** Beam Business Centre Tel: Hereford 0432 3908 & 69525; Fairplan Tel: Ross-on-Wye 0989 4321. **HERTFORDSHIRE** Lombardy Computers Tel: Berkhamsted 04427 4247; F E Udy & Co Tel: Berkhamsted 04427 5717; Owl Computers Tel: Bishops Stortford 0279 52682; Deaman Business Systems Tel: Borehamwood 01 207 2717; Manorfield Systems Tel: Harpenden 05827 60624; Data Efficiency Ltd Tel: Hemel Hempstead 0442 63561; CCS Microsales Tel: Letchworth 04626 73301; Thorpe Management Technology Ltd Tel: Potters Bar 0707 55453; H G Services Ltd Tel: St Albans 0727 30129; Alneta Instrumentation Systems Tel: St Albans 0727 74381; M P Gower (Harpenden) Ltd Tel: St Albans 0727 54955; R J Pratt & Sons Tel: Stevenage 0438 2885; Cowper Morris Ltd Tel: Tring 0442 82 66678; 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Computaquest Tel: St Annes on Sea 0253 725101; Methods Workshop Tel: Wigan 0942 47138; North West Computer Systems Tel: Wigan 0257 428514. **LEICESTERSHIRE** Hinckley Micro Systems Ltd Tel: Hinckley 0455 616147; Leicester Computer Centre Ltd Tel: Leicester 0533 556268; Arden Data Processing Tel: Leicester 0533 22255; Beam Business Centre Tel: Leicester 0533 549909; Trosco (Leicester) Ltd Tel: Leicester 0533 330258. **LINCOLNSHIRE** Computer Facilities Ltd Tel: Lincoln 0522 30433; Western Electronics (UK) Ltd Tel: Louth 0507 604938; Eutala Computer Systems Ltd Tel: Sleaford 0529 305837. **LONDON EAST** Jessop Acoustics Ltd Tel: London 01 739 3232 & 01 729 1851; Computer Modelling Ltd Tel: London 01 960 3329; C S S (Business Equipment) Ltd Tel: London 01 254 9293 & 1674; Sumlock Bondain Ltd Tel: London 01 250 0505; Keen Computers Ltd Tel: London 01 248 7307; ACB (Commercial Systems) Ltd Tel: London 01 278 6424; Atlanta Leasing Tel: London 01 739 5680; Euro-Calc Ltd Tel: London 01 729 4555; 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Prince Maine & Co Ltd Tel: London 01 222 2208; Mockor Business Machines Tel: London 01 736 7155; Integral Project Consultants Ltd Tel: London 01 736 2273. **WEST** Software House Tel: London 01 637 2108; The Xerox Store Tel: London 01 629 0694; Euro-Calc Ltd Tel: London 01 636 5560 & 8161; Euro-Calc Ltd Tel: London 01 631 4084; Metrotech (Ryman Store) Tel: London 01 637 2181; In-Store Video Tel: London 01 727 8666; The West London Micro Centre Tel: London 01 743 0000; Beam Business Centre Tel: London 01 580 0308; Lion House (Retail) Ltd Tel: London 01 580 7383 & 01 637 1601; Micro Control Tel: London 01 402 8842; Office Installations Ltd Tel: London 01 579 6771; Dean & Son (Edgware) Ltd Tel: London 01 937 7896; Compass Ltd Tel: London 01 836 0485; Euro-Calc Ltd Tel: London 01 405 3225 & 3113; Metrotech (Ryman Store) Tel: London 01 242 9810; Data Systems London Ltd Tel: London 01 242 9218; Digitus Ltd Tel: London 01 405 8761; The Xerox Store Tel: London 01 408 6658; Myriad Audio Visual Sales Ltd Tel: London 01 240 1941. **MERSEYSIDE** Rocklin Brothers Ltd Tel: Aintree 051 521 6638; Merseyside Microcomputer Systems Tel: Birkenhead 051 427 8450; Slack Computer Services Ltd Tel: Bootle 051 933 5511; Aughton Microsystems Ltd Tel: Kirby 051 548 7788; Business Computers (North West) Ltd Tel: Liverpool 051 7987 788; Microdigital Ltd Tel: Liverpool 051 227 2535/6/7; Computer Age Tel: Southport 0704 65479 & 0772 63635 & 0704 32410; Thornguard Ltd Tel: Wirral 051 648 2162. **MIDDLESEX** Microsolve Computer Services Ltd Tel: Edgware 01 951 0218/9; Leeway Computer Systems Tel: Feltham 01 898 5757; Micro Facilities Ltd Tel: Hampton Hill 01 979 4546; Square Technical Staff Ltd Tel: Harrow 01 863 0833; Simmons Magee Ltd Tel: 01 861 4477; Greenwood Software Tel: 01 902 9044; Autocrat Computers Tel: Harrow 01 908 3636; Data Profile Tel: Hounslow 01 572 8381; Fletcher Sugars Systems Ltd Tel: Hounslow 01 570 8899; Granata Computer Systems Tel: Southall 01 843 1971; C A B S Ltd Tel: Teddington 01 977 5912; Metrotech Tel: Uxbridge 0895 58111; Access Data Communications Ltd Tel: Uxbridge 0895 30651; 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Sussbeam Tel: Horsham 0403 61847; Oval Automation Ltd Tel: Hove 0903 501355; Brayhound Microcomputers Tel: Newhaven 07914 3702; Jelly Electronics Ltd Tel: Robertsbridge 0580 83605; Oval Automation Ltd Tel: Worthing 0903 501358 & 44831; Hughs O'Neil Tel: Selsey 024361 4633; Dater Micros Tel: Worthing West 0903 39290. **TYNE & WEAR** Dawne Instruments & Electronics Tel: Gateshead 0632 380557; P I P S Computer Services Tel: Newcastle upon Tyne 0632 614939; Ford & Co Tel: South Shields 0632 552184. **WEST MIDLANDS** Westwood Computers Tel: Birmingham 021 632 5824; Saleld Business Systems Tel: Birmingham 021 359 7377; CP S (Data Systems) Ltd Tel: Birmingham 021 707 3866; Ward Electronics Tel: Birmingham 021 554 0708; Totaldata Micro Computers Tel: Birmingham 021 444 2012; Micrologic Tel: Birmingham 021 559 6636; Camden Electronics Tel: Birmingham 021 773 8240; Beam Business Centre Tel: Birmingham 021 429 4631; Calisto Computers Tel: Birmingham 021 632 6458; Mavitta Drafting Machines Ltd Tel: Birmingham 021 236 8912; Micro C Ltd Tel: Birmingham 021 233 1105; Midland Micro Ltd Tel: Birmingham 021 455 7431; Newbear Tel: Birmingham 021 707 7170; Q Com Electronics Ltd Tel: Birmingham 021 643 3540; Above Systems Ltd Tel: Coventry 0203 414298; Business Office Links Ltd Tel: Coventry 0203 79851; Britannia Computer Systems Tel: Dudley 0384 235435; Micro Applications Ltd Tel: Walsall 0922 644234; H & H Business Systems Tel: West Bromwich 021 553 7606/7; Micro Business Centre Tel: Wolverhampton 0902 725657. **WILTSHIRE** Validata Services Tel: Melksham 0225 709057; The Computer Shop (Swindon) Ltd Tel: Swindon 0793 694061. **WORCESTERSHIRE** Caldo Star Microcomputers Ltd Tel: Kidderminster 0562 66201; Data Design Tel: Stourport on Severn 02993 6277; Capricorn Computer Systems Ltd Tel: Worcester 0905 21541; Adroit Systems Ltd Tel: Worcester 0905 857353/351868. **YORKSHIRE** Wharnclife Business Systems Tel: Barnsley 0226 86919; Modac Data Systems Ltd Tel: Bingley 0274 565675; Ram Computer Services Ltd Tel: Bradford 0274 391184; 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David Potter Office Equipment Ltd Tel: Cardiff 0222 496510; Sigma Systems Ltd Tel: Cardiff 0222 21515; David Potter Office Equipment Ltd Tel: Swansea 0792 462542; Computer Supplies (Swansea) Tel: Swansea 0792 24140 & 290047; Colmach Microcomputers Ltd Tel: Swansea 0792 70600; Crosso Computer Services Tel: Swansea 0792 68078. **GWENT** Acorn Business Systems Tel: Newport 0633 421523; Printronic Computer Systems Ltd Tel: Newport 0633 421523. **GWYNEDD** Dylan Computers Tel: Bangor 0248 52042 & 722974. **POWYS** G T Compshil Systems Tel: Welshpool 0938 510606. **N. IRELAND NORTHERN IRELAND** Cern Micro Computer Systems Ltd Tel: Belfast 0232 43684 & 44111; Irwin Digital Ltd Tel: Co Antrim, Ballyclare 23123 & Lisburn 2835; Medical & Scientific Computer Services Ltd Tel: Co Antrim 09462 77533; The Educational Co Ltd Tel: Co Antrim, Whiteabbey 0231 52333.

FIELD MAINTENANCE CONTRACTS FROM Commercial Data, Dewnham Road, Ramsden Heath, Billericay, Essex CM11 1PU Tel: 0268 710202; DDT Maintenance, 58-60 Northfield Road, Kings Norton, Birmingham, W. Midlands B30 1JH Tel: 021 459 5959; Fergusson Computer Services, 4 Pyrford Road, West Byfleet, Surrey KT14 6QS Tel: 093 23 45330; Taunton Electronics 26 High Street, Bishops Lydeard, Somerset Tel: 0823 433142.

Authorised Level One Service Centres are indicated in bold type.

20% Off Apple computer systems

We have had a tremendous response to our national 20% discount offer on Apple II Computer Systems – not surprising, when you consider how well Apple meets the needs of educationalists in every field. But we have heard from many schools who simply couldn't raise the funds by our cut-off date of May 31st. To help them, we have extended our discount offer until July 31st.

The terms of the offer are unchanged. Any combination of items from the Apple retail price list qualify, provided you meet a minimum order requirement of at least one Apple II System. But this extended offer closes on July 31st 1981.

Orders must be submitted to your local Apple dealer on official headed notepaper either from your school or your local purchasing authority.

Why Apple?

Computer literacy has become an essential part of the world in which we live. We must prepare our children for a different world, where most aspects of industry and commerce will be at least partly computerised. The use of an Apple Computer in school vastly improves **computer awareness** and banishes much of the mystique which seems to characterise computer use.
The Apple microcomputer can also be used as an effective **learning tool** not only in the teaching of basic **programming** techniques, but as a device for multi-disciplinary **computer assisted learning**. The extensive graphics capabilities of the Apple, as well as colour and animation, are fast out-dating all other forms of visual aids for teaching purposes, and the audio capabilities of the Apple can revolutionise the teaching of music. Speech recognition and speech production accessories are also available. The Apple communicates with children via a medium with which they are wholly conversant, the 'TV screen.'

Perhaps one of the major advantages of the Apple system is that it need not stop working when the pupils have gone home. With little modification, it can be used as an effective **administrative tool** taking the drudgery out of maintaining school records, organising timetables, library catalogues, syllabuses, sports days, attendance records, and with the addition of a printer the Apple will undertake **word processing** and relieve the burden on both teaching and secretarial staff.

One Apple helps you do it all

We have some exciting plans for all Apple users in schools. Over 200,000 systems already sold worldwide, well over 20% of these are used in education and this represents an enormous commitment to education on behalf of Apple – a highly successful company which is a world leader in microcomputer design and manufacture.

In the UK, microcomputer use in schools is still blossoming, but in the USA, where Apple leads the way in education, various States have standardised on Apple in their schools for some years and an absolute wealth of **educational programs** have been written for the Apple.

Many educational programs to run on the Apple are already available from MUSE (Mini and Micro Computer Users in Education) or The Schools Council 'Computers in the Curriculum' Project based at Chelsea College, Manresa Road, London SW3. Some excellent administration programs are also already available. The computer languages available on the Apple include BASIC, PASCAL, FORTRAN and the exciting new teaching language Apple PILOT.

For those areas where a sufficient number of schools have purchased Apple systems, we will be helping to establish software libraries and also be offering a one-day course for teachers unfamiliar with computers on the best use of the Apple microcomputer within their school.

Many Apple Dealers are familiar with the needs of education and a large number of Apple systems have already been sold. We are currently establishing a network of **Educational Dealers** who will assume responsibility for sales into education, giving advice and **support** to schools and LEAs when required to do so. An **Educational Services Department** has already been established at Microsense Computers Limited. This department will offer direct support both to Educational Apple Dealers and to Local Education Authorities and will thus be in a position constantly to re-evaluate the needs of education, especially in the important areas of educational software, hardware, training and educational purchasing requirements.

How do you choose a microcomputer?

Those schools which already possess a microcomputer will confirm the importance of purchasing a computer that is flexible, easy to use, adaptable, reliable, inexpensive, durable, and above all expandable at a reasonable cost as expertise improves and the requirement for additional languages and peripherals increases.

First time users should choose carefully since few microcomputers on the market satisfy the above criteria and a choice made on the basis of price alone can subsequently lead to disappointment. In short, you get what you pay for.

The Apple satisfies all the major criteria for use in schools and is without doubt the most expandable microcomputer on the market. It is a system that can grow with you

What do you need to buy?

The modular approach offered by the Apple allows you a choice dependent on your needs and available funds.
However, we suggest that you elect to purchase a full-power educational configuration. As specified below:

	RRP	YOU PAY ONLY
48K Apple II Plus	£807	£646
Disc Drive and Controller	£383	£307
Colour Card	£113	£ 91
Integer Card	£116	£ 93
Accessories for above		
12" Monitor (black and white)	£189	£152
Silentype Printer (prints Apple graphics too)	£349	£280

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Authorised Level One Service Centres are indicated in bold type.

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TES/26

extra

Preview

National Education and Training Exhibition. July 2-4. National Exhibition Centre, Birmingham

BBC Enterprises, London
Videotapes showing BBC titles can be viewed on this stand, including a compilation of extracts from many subject areas. The concentration is on technological titles such as *Technical Studies, Managing the Micro,* and *The Supervisors.* General titles include a compilation of Shakespeare plays; *An Everyday Miracle,* the story of a birth; and material on mental handicap and on smoking.

F. W. O. Bauch, Boreham Wood, Herts.
F. W. O. Bauch Limited, the sole U.K. agents for ReVox, are showing the latest educational and training aids from ReVox. These include the ReVox Training Processor, a microprocessor-controlled training system designed for use with the Audiocard System and D88 cassette deck; the ReVox D88 cassette recorder with new accessories; a carrying case (classroom unit), infra-red remote control and the ReVox 884 Language Laboratory with the new R88 reel to reel Master Machine, and new software developments.

British Transport Hotels, London
Information on meeting and conference rooms will be on display including details of the group's "room service package".

Central Film Library, London
New films and videocassettes on display include many on management training, equal opportunities, health and safety at work, energy management, and nursing training. Some of these are on free loan, and some are available free. The catalogue of free Central Film Library films and videocassettes is itself free.

Christian Audio Vision Services, Enfield, Middlesex
This company sells audio and high speed duplicating equipment. They specialise in high speed cassette copying, in the installationof PA systems and audio equipment, in professional recording equipment and projectors.

Comfort Hotels International, London
Information about training course facilities and special packages and rates are available here.

Coomber Electronic Equipment, Worcester.
This company has several new products on show, among them a digital timer for their radio cassette tape recorders, and an additional timer module, an external unit for use with any equipment.

CST Training Service, Bushey, Herts.
The emphasis here is on films on communications, safety and training in industry and commerce.

CZ Scientific Instruments, Boreham Wood, Herts
The Elmo overhead projector and the Gaf imatronic dissolve system, both recently introduced into this firm's range, are on show alongside the S300 filmstrip and slide projector and the 16 CL 16mm film projector.

Distributive Industry Training Board, Manchester
Three new training programmes in a video format are among the items on show. The programmes cover selling, product liability, and training for buyers. The Board makes programmes for the distributive industries, for management training, and for individual companies. The show reel on the stand includes excerpts from many types of programme.

E & L Instruments (UK), Wrexham, Clwyd
The range of this company stretches from Basic Electronics through to Digital Electronics and microprocessor technology. They are showing their logic designer, and fibre optics experimental equipment. E & L equipment is supported by the Technibook series (formerly Bugbooks).

Education Equipment, Benn Publications, Tonbridge, Kent
Education Equipment is a buyers' guide with a controlled circulation. It is distributed to people who can influence or authorise buying among education authorities and educational establishments. Otherwise, it is available by subscription. The journal has two supplements, *University Equipment* and *Sports and Recreation Equipment. Primary and Middle School Equipment* is a separate, controlled circulation buying guide.

Educational Foundation for Visual Aids, London
The National Audio Visual Aids Centre has been established for more than 30 years and has branches throughout Great Britain. It provides an audio-visual service that covers equipment and software sales, film and equipment hire, and training. The training department runs regular courses for audio-visual techniques. Regional offices provide equipment sales and servicing.

The Electricity Council, London
The Understanding Electricity service to schools is a package produced jointly by the Electricity Council and the Generating Boards of Great Britain, Ireland, and the Channel Isles. It consists of films, publications, information for home economics and science, and details of nature trails across power station land.

Engineering Careers Information Service
Engineering Industry Training Board, Watford, Hertfordshire
All the information leaflets and books published by the careers service are on display, alongside all the craft instruction manuals produced by the training board.

ESL Bristol, Bristol
This company are showing their products for use in the production of tailor-made multi-media training programmes. There is also a range of prepared material.

Exeter Tapes, University of Exeter
Exeter Tapes offer a broadly-based series of audio recordings for all those interested in modern languages, literature and civilisation, for use in the classroom, as home study materials or as pleasurable listening.

Feedback Instruments, Crowborough, Sussex
The entire range of Feedback Industries' products is on show. The new MICA series of application modules

From "Medieval London", a videocassette from the Central Film Library

and interfaces is of prime interest. Interfaces are available for the Pet M65, Apple 2 and ABC 80 computers.

The Antenna Systems Demonstrator ASD 512 provides a practical, non-mathematical understanding of how antennas work. The company is also exhibiting a range of equipment for basic electricity and electronics; telecommunications; electric power and machines; control and instrumentation; digital systems and computing; industrial and vocational training.

Festo Pneumatic, Crowborough, Sussex
This company, a division of a much larger group, markets text books, films, and audio visual materials for the automation industry. Their main subject areas are pneumatic, hydraulic, electronic and mechanical engineering. Seminars and training for engineers is also provided. Two film shows help to explain the work of the company.

Gateway Audio-Visual and Gateway Video, London
These companies produce tailor-made training and sales films for companies. They are giving information about their service, and showing films.

G. P. Systems Co, Coventry
Equipment for use in teaching office skills is the speciality of this company, and among their products are the Teletech system for teaching telephone technique, the GP Multichannel, shorthand and audio typing system, and the Stratfordian shorthand and audio typing desk.

Grubb Parsons, Newcastle upon Tyne
Perseus, the Maksutov Cassegrain telescope, is being launched at the exhibition. The company say that this 225mm instrument is robust enough for teaching applications at schools and universities.

Grubb Parsons specialise in the design and manufacture of precision mechanisms ranging from instruments for large observatories to the 125mm Newtonian telescope, Andromeda, which is on show with Perseus.

The display also includes a range of optics and a photographic display of starfields and nebulae produced by Grubb Parsons instruments.

Guild Sound and Vision, Peterborough
Two divisions of this company are showing material: Guild Learning and Guild Training. The principle new product is the "Basic" video computer package, which aims to teach the early stages of computer programming in the computer language of the same name. Films and videocassettes on training topics are being shown, and most of the titles from the two divisions are available on the stand.

Haddon Hall Conference Hotel, Buxton
Brochures and information on conference and meeting facilities are on show.

T Harrison & Sons, Heckmondwike, West Yorkshire.
Harrison are showing their T300 centre lathe, which was especially designed for education and was launched in March. The M300 is also on the stand. This lathe is more suitable for use in training colleges. Both machines are being demonstrated. The Harrison wood turning lathe and grinding machine are on display.

Hotel and Catering Industry Training Board, Wembley, Middx.
Training aids and information on courses are shown here, together with careers information.

Housecraft Magazine, London
Housecraft is the official journal of the Association of Teachers of Domestic Science, so most of its readers are drawn from the field of education. It is intended for lecturers and for teachers of home economics in secondary schools.

Among the other ATDS publications on this stand is *Nutrition in Action,* which contains suggestions for methods of teaching nutrition using ideas suggested by teachers in first, middle and secondary school.

ICETT, London
ICETT is one of the sponsors of the National Education and Training Exhibition, so its stand is at the service of all the exhibitors. A trade association, its first obligation is to industry and to the companies it represents. Information on the work of ICETT and on all the exhibitors is available.

ICFC Consultants, Windsor
The ICFC Consultants stand concentrates on two main aspects of its training and educational activities – the new Work and Learn scheme for unemployed school leavers and the Understanding Industry lecture course for sixth formers.

Ingersoll Electronics, London
The principle exhibits on this stand are the company's Atari 400 and Atari 800 personal computers. Software for both computers is also on show.

Institute of Training and Development, Beaconsfield, Bucks.
One of the trade associations sponsoring the exhibition, the Institute is the only professional body that represents trainers nationally, and it has 33 branches in the United Kingdom. It provides qualifications for training and development which include a diploma of training management. Regular meetings and the specialist journal help to keep members in touch.

Jessups, Leicester
Jessups claim to be the World's largest photographic store, with 25,000 square feet of showroom space and 15,000 items of audio visual and video equipment on sale. The current range includes JVC and VHS video equipment, as well as Bell & Howell a/v items.

JMC Compak, John Garbett Audio Visual, Wokingham, Berks
These two companies offer audio visual systems for specialised applications. Compak offer multi-media rear projection systems for conferences and meeting rooms. A wide range of standard projectors can be built in to use a common screen.

John Garbett adapt popular vehicles to make mobile a/v units which can be used for indoor or outdoor presentations. Another product on this stand is the telephone training aid which can be used with up to 12 students.

Job Training International, Norwich
A new training publication called *Job Training International* is on display here. The first issue came out last month.

Kepac, Altrincham, Cheshire
Kepac, manufacturers of training equipment and educational toys, are showing a new display kit for school use on their stand.

The K100 can be used for displaying pupil's work and projects, or as partitioning or scenery flats for dramatic productions.

Link Cable, Macclesfield
On display is screen printing equipment, an exposure cabinet, a steamer, screen printing table and screens.

L J Electronics, Norwich
This company specialises in microelectronic and microprocessor equipment for education. The Emma microcomputer and peripheral hardware are the principal items on display, alongside the Switched Faults Unit, and the Logic Analyser, which is used to design and test micros. The Visa expansion unit is also on show.

Machine Assisted Programmes, Winchester
This company is exhibiting a training programme for adult illiterates. Made up of tapes and cards it is designed to allow pupils to work on their own.

Also on show is an audio-visual ABC to help pre-school children learn the sounds of the alphabet.

Magiboards, Mitcham, Surrey
The speciality of this company is white boards, and the full range of boards and accessories such as marker pens is on show. Perpetual Year Planners, mobile stands, flip-charts, graph boards, chalk boards and pin boards are also shown. The Magiboard Basic Teaching Kit includes magnetic notes, bar signs and so on.

Management Games, Ampthill, Bedford
The full range of packaged training materials, games and simulations, is shown on this stand.

Manpower Services Commission, London
MSC programmes for helping industry through business, office and management training are displayed on panels, and the booklet "A New Training Initiative" is available.

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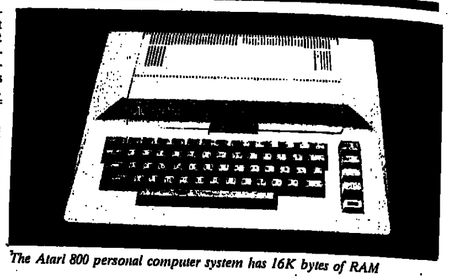

The Atari 800 personal computer system has 16K bytes of RAM

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Preview continued

Markerboard Supplies, Hereford
Boards and magnetic accessories and pens are on display.

Martello Sound, Rye, East Sussex
A range of communication systems, including radio microphone equipment, is being shown by Martello Sound. The newest item in the range is a system which incorporates pocket transmitters and receivers with single or multi-channel base stations.

McGraw Hill Books, Maidenhead
On show there are 46 books on subjects including education, psychology, general studies and mathematics.

Microsense Computers, Hemel Hempstead
The theme of this display is "Apple across the Curriculum", and the main theme of the display is the section on literacy which shows children what computers can do.
The supplier here is a videotape showing a series is being produced of Basic, and sections are devoted to schools administration and word processing; arts and graphics including technical design, modern languages and music; sciences, maths, and a Prestel link.

Midland Group Training Services, Coventry
The Midland Group Training Scheme has about 150 member companies, mostly in engineering but also in the hotel and catering industries. They run a training officer service, and group training schemes for smaller companies who do not have their own training departments. For larger companies, training consultants are available. All services and activities are explained on this stand.

Midlands Video Systems, Nottingham
Midlands Video Systems Limited are exhibiting their portable mini colour studio which is designed to take up to three colour cameras and 4-channel audio. Also on show is their range of low cost colour and monochrome receiver monitors.

Monographics, Weston-super-Mare, Avon
Dry lettering, Leteron signmaking machines, Goodhale guillotines and classroom equipment are shown on the stand. Murographics lettering equipment is said to produce instant,

From "Trade and transport", Central Film Library

self-adhesive wording correctly spaced and aligned at up to five times the speed of rub down sheet lettering.
The system can be used both in and out of doors and is suitable for overhead transparencies, printing and typing, charts and boards.

National Association of Teachers in Further and Higher Education (NATFHE), London
Aspects of further and basic education are shown on this stand. NATFHE are concentrating on a description of the service, on new opportunities for women, retraining, and on provision for the young unemployed.
Basic education such as literacy and numeracy; more traditional FE courses such as foundry work, opportunities for full and part-time study at various levels during a working life, and attention to new technologies, are among the topics which are also covered.

Norfolk Capital Hotels, London
Of the thirteen hotels in the group, most are able to cater for the needs of companies and training organizations who are organizing residential training courses. Information on rates and facilities is shown on the stand.

Paka Products International, Manchester
Sports equipment and clothing is marketed by Paka Products, and items such as footballs, basketballs and tape measures are displayed as well as training bibs and track suits.

Paper and Paper Products Training Board, Potters Bar, Herts
The main emphasis is on training aids including tape/slide presentations on educational/careers topics. The titles are *Paper* and *Make it with Paper.*

Parsonage Electronics, Ashford, Kent
Parsonage Electronics are especially proud of their new electric piano/organ for children. It weighs only 12 lb. They are also showing a console unit for group piano teaching, quiz counters, and a feedback electronic classroom of a kind used for training by both the BBC and the army.

Pel Ltd, Warley, West Midlands
Pel specialize in furniture for schools and colleges. Their range of desks, shelving, and library furniture is being shown.

Price and Bucklands, Nottingham
Plain and embroidered sweaters for schools and clubs are on show here.

PTS Electronics, Derby
Video and audio material is shown on this stand. It includes audio visual aids, closed circuit television, projectors, tape recorders, and accessories such as acetate rolls, blank cassettes, and pencils. The aids are intended primarily for audio visual training.

The Publishers' Association, London
The Association will be displaying books from several member publishing firms.

Quadrant Educational Drawing Equipment, Birmingham
Quadrant Educational Drawing Equipment Ltd, are showing a range of technical drawing equipment for use from middle school to university level.

Radio Rental Contracts, Feltham, Middx.
This company is showing videocassette recorders, a new television receiver for schools, and Viewdata products.

Ramsell-Naber, Birmingham
This company is showing a range of furnaces and kilns. New is a low energy kiln for ceramic firing with a standard microprocessor controller, and a box furnace for metal working, also with microprocessor controller. The company gives a 7½ per cent discount to educational establishments.

Remploy, London
A new range of laboratory furniture with modular cupboards and drawers and work-top finishes is on display.

Road Transport Industry Training Board, Wembley
Following research undertaken with Loughborough University the board is producing products to help in flexi-training. These include learning packs, listen and learn programmes (a tape and workbook), question and answer cards and booklets. Subjects include health and safety, marketing, administration, craft-operative training, legislation and finance.

Rotatrim, Uxbridge
On show here is this company's range of hand-operated cutters for use in offices and classrooms, including new motorized versions which could be useful for handicapped children.

Sebitron, Preston
Some new students' furniture for use with the Digital language laboratory is on show together with a modified teaching control console.

See and Learn, Gloucester
See and Learn are exhibiting reading aids for the handicapped and normal children and a machine designed to help in the teaching of Braille.

Coomber stereo record player 545

Service Training, Kenilworth, Warwickshire
This company makes filmstrips slide/tape and video programmes to the specification of individual clients. They say that their experience in the area of training has enabled them to develop a complete package comprising translations, literature, and quizzes.

Shell (UK) Ltd
On show are wallcharts and booklets of interest to teachers.

Snowball Sports, Nottingham
A large range of sports clothing is on display on this stand. The company, which is the biggest supplier of printed sports wear to universities, are emphasizing printed clothing.

Specialist Audio Visual, London
A new range of 16mm projectors from a company called Hokushin, including a Roller-loading projector, is on display. Also on show is a new range of projector stands from Bretford Manufacturing including a complete resources centre storage cabinet, and the Kindermann and Malinverno ranges of school projectors.

Swan-Stabilo, London
On show here is this company's overhead projector transparency design manual which assists people in drawing their own transparencies. Pens, markers and accessories for the production of ohp transparenciesa are also on display.

Teacherboards, Burley-in-Wharfedale
On display is a range of roller chalk boards, ordinary chalk boards and white boards, and portable and mobile boards.

Teaching Wall Systems, Preston, Lancs.
On display is a range of furnishings. These range from a single wall board to a comprehensive unit to house a wide variety of audio-visual equipment.

Technician Education Council, London
The Council aims to develop and operate a unified technical education policy, and provides certificates and diplomas in engineering, life sciences, building and construction, art and design. Careers literature and information on continuing education are available on the stand.

Tecmedia, Loughborough
This designer and developer of training products has a number of multi-media packages on display.

Tecquipment Ltd, Nottingham
This company is showing laboratory equipment, including control engineering and systems equipment, automative engineering apparatus, telecommunication equipment, electrical engineering and material testing apparatus.

Training Films International, Whitchurch
This company has information on its wide selection of training films. Subjects include business management, safety and sales.

The Training Officer, Manchester
This journal was the first specializing in industrial training to be published in the United Kingdom. It covers new training methods and theories as well as packages, products, books and events.

Training Technologies Division, Slough College of Higher Education
Training materials and information on courses are on show.

UK Atomic Energy Authority, London
This research arm of the nuclear industry is showing a new mobile exhibition on nuclear energy and a prototype of a teaching resource pack on the same subject.

Unicol Engineering, Oxford
This company is showing items from its range of stands and trolleys.

VC Communications, London
A Swedish designed and manufactured presentation and display system is on show. Highly versatile, the company say, it can be used for training, advertising and marketing.

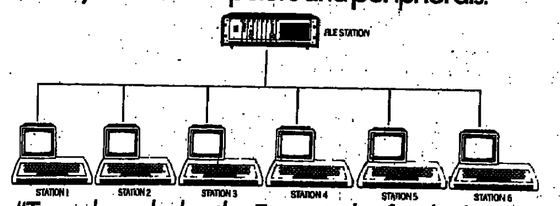
Video Arts, London
This company has information on their John Cleese training films, which include a new film on individual training and a proview of *Foundations of Wealth.* This film was originally made for schools but has been remade for adults.

Visual Aids Centre (Secco), London
This company is showing overhead projectors and overhead projector software. On show are flipcharts, easels, screens, episcopes, flockpaper and plastographs. Bell and Howell audio-visual products are displayed.

WCB Containers, Kidstuff Division, Manchester
On show is a range of children's play equipment for children from pre-school age to 12 years.

THE ACORN ECONET

The new low-cost interconnecting communication system for computers and peripherals.



"To our knowledge the Econet is by far the lowest cost network available in the world."

A ten station network with 400K byte file station costs around £3,000 and then as little as £50 for each additional station interface.

WHAT THE ECONET DOES
The Econet communications network system has been developed to enable up to 255 Atoms and/or other systems to communicate with each other almost instantaneously and to share facilities such as disks and printers. The network is totally democratic. All stations can communicate with each other independently unless specifically prohibited at a data transfer rate of up to 210 kilobaud. Any station can be set up as a master station with an ability to define priorities and open or close facilities to stbordinate stations. The master station can however communicate with all stations at once or singly.

HOW THE ECONET WORKS
All the stations on the Atomic Network are connected together in the network by ordinary 4-wire cable. There is no specific direction of flow of data; the network simply ensures a path between any pair of stations.
1. Before transmitting on this network a station listens until the network is free.
2. If two stations transmit simultaneously the "collision" is detected by a circuit on each station's Econet interface and both stations stop transmitting.
3. After a collision is detected, each station causing the collision retries immediately, or abandons the attempt and continues listening until the network is free again. The course of action taken is determined by a "collision-arbitration" algorithm ensuring that no two stations go through the same sequence of actions.
In practice these procedures gives very efficient use of the Econet, with the minimum number of retries.
During the time that two stations are in communications the network is kept continuously busy, so there is no opportunity for another station to interrupt and cause a collision. Once the conversation is finished the network is released, and other stations waiting to use it will again compete to gain access to it.

ECONET'S ADVANTAGE OVER TIMESHARING
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ECONET WITH OTHER ACORN SYSTEMS
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Subsidised microcomputers, a guide for purchasers

A. K. Hennessy looks at government recommended computers

The recent announcement of a 50% subsidy from the Department of Industry towards the purchase of the Acorn Atom or the Research Machine 380Z by schools has led to considerable controversy and dismay from the educational users of microcomputers, as well as the manufacturers and dealers. For those in the computing industry who are involved in the evaluation and use of microcomputers, the announcement is baffling. There is no justification for foisting on schools computers or any other equipment that does not meet their requirements merely to provide a captive market for British manufacturers.

Minimum requirements

What kind of computing facilities are needed by schools? From our work in schools in the Manchester area, we have found that the following are minimum requirements for schools computing facilities:

- a full alpha-numeric keyboard capable of withstanding considerable "bashing";
- A BASIC compiler/interpreter with string, file and decimal handling using standard variables (Microsoft standard or similar);
- memory to hold at least 200 lines of program instructions: usually at least 4000 characters (4K bytes of RAM) in addition to the memory taken up by BASIC and other software such as the operating system, monitor or editor;
- ability to record programs *and* data on magnetic tape or disks;
- upward expandability with regard to memory size, and additional facility such as an operating system for disks;
- linkage to a printer (not a promised printer not yet in production, but a printer that is seen working NOW), without a separate interface unit;
- linkage to a video display, usually a TV set;
- as few connectors and leads as possible.

The ideal schools computer would have a floppy-disk unit, video screen, printer and keyboard all in one unit that weighed less than 25 pounds so that it could be carried into the classroom, plugged in and switched on, all ready for class use.

In addition to the specific features of the equipment, we found that schools need the following:

- local dealer support for maintenance, routine technical queries and repairs;
- a library of at least 100 programs suitable for educational use;
- an advisory service available from nine to five on weekdays to deal with questions that local dealers cannot handle: or specialised educational queries;
- manuals covering the workings of the equipment and the software with sufficient detail and clarity for the new user.

With these requirements in mind, how do the subsidised machines measure up?

The Acorn Atom (not the BBC model) is a small hobbyist's kit in assembled form. It has a full alpha-numeric keyboard but the mechanical operation of the keys is unlikely to stand up to schools use. For this reason, the BBC version of the Atom will have an improved keyboard. Its BASIC has only the minimum facilities needed, and would not normally be suitable beyond the first five to ten computing lessons. In addition, the version of BASIC supplied by Acorn is non-standard, which means that any programs written for other machines would be very difficult to convert to run on the Acorn.

The simplest Atom

The "starter" version of the Atom has only 512 bytes for programs to cope with schools requirements, additional memory would have to be added at extra cost. The Atom has a link to a magnetic tape unit; although a disk unit controller is available with disk unit, there is at present no disk operating system (without which the disk unit is virtually useless to schools). Communication facilities can link the Atom to other machines.

The Atom can be expanded to a maximum of only 11K bytes, rather than the 32K required. Linkage to a printer is available.

There is a video link on the Atom, but the video unit will have to be purchased separately at a cost of at least £60. If high-resolution graphics are used, the fully-expanded Atom will only have 5K bytes available for program instructions.

As far as dealer support is concerned, Acorn is extremely deficient. Their trade discounts are such that few dealers would find it viable economically to provide adequate technical services. The firm do not offer a software library or a users' service. The owner of an Atom will have to do his own repairs and maintenance and find his own software. For the first-time user, this will mean a lot of wasted time and effort.

The users' manual, *Atomic Theory and Practice* is very well-written and easy to follow, probably the best-written of any of the micro manuals.

The cost of buying the Acorn Atom should be viewed in terms of the changing situation. The current version is likely to be superseded (making it obsolete) by the BBC version and an up market version, both of which will have different BASIC compilers and will be incompatible with the current model. The price of £174.50, with no Government subsidy, plus the cost of a video unit at £60, a printer at £300 minimum and memory expansion at £50, makes a total of £584.50.

The video unit and the printer could possibly be used on the newer versions of the Atom, but the rest of the equipment would be phased out within the next one or two years for lack of service and replacement parts. For schools that wait for the BBC version, the list price will be £260 instead of £174.50 for the basic unit; the subsidy would be £130, and the total cost would be £520.

In summary, the currently available Acorn Atom is basically an assembled hobbyist's kit; in a number of vital features it is not suitable for schools use. When the BBC version is in production later in the year, a further evaluation of the position can be made, but for the present a school would be unwise to invest in this equipment.

Robust, practical keyboard

The Research Machine 380Z, at the other end of the micro market, is much more of a practical possibility for schools use. It has a full, robust keyboard and complete BASIC facilities. Its file, string and arithmetic handling features were well ahead of the rest of the "micro" field two years ago. The "System 1" cassette-based machine has 8K bytes of available memory; it is expandable up to 36K bytes of working memory with disk unit link available and a first-rate disk operating system CP/M (an internationally-accepted standard system).

The 380Z is not easily portable, which makes it difficult for the first-time user, who is unlikely to have a computing classroom allocated.

There is a reasonable amount of 380Z software available, not from Research Machines, but from the various users such as MUSE (microcomputer users group) and the Inner London Education Authority who have standardised on the 380Z. The software tends to be passed around among schools rather than through a formal, manufacturer-financed library as is the case with Commodore and Apple.

The 380Z equipment itself is quite robust. But dealers don't provide a repairs service and can't give technical assistance or servicing. The teacher is on his own unless his local education authority have established a technical support service (such as that provided by ILEA). As in the case of the Acorn Atom, the dealer network is thin – especially outside the London area – because the discounts offered are insufficient to warrant stocking the equipment and investing in technical support.

If something goes wrong, the teacher will probably have to ship the machine back to Research Machines and wait for it to be serviced. This is unsatisfactory in comparison with the service offered by most PET and Apple dealers, who come to the school and do minor "fixes" on site. PET dealers are required to have staff available to answer technical queries by telephone during office hours. In most areas, there is a choice among several PET dealers.

The lack of adequate technical support is particularly frustrating for 380Z users because the manuals are not easy for the uninitiated to understand. This machine is definitely not for first-time users. A video unit at a minimum cost of £60, and a printer with interface are needed, at an additional cost of at least £400. This brings the total to £1300.

Looking at the position of the school's computer facilities in one year's time, most schools will find that one computer is not enough to meet the demand from teachers, pupils and administrators. At that point, the school will consider purchasing another computer, and this second one will not be subsidised. If the school buys a different model computer than the first one, the programs will not be compatible and it will not be possible to use the machines interchangeably. Thus at the outset, the cost of buying two or three computers within the next year has to be considered if a sensible decision is to be made.

The best value for money for first-time schools users is undoubtedly the Commodore range of PETs and the new VIC. These machines also have the benefit of a software library, user support, dealer service, and basic features. They have an internationally-accepted standard BASIC which means there is a variety of textbooks and magazines with material related directly to the PET's operations. The VIC also has fewer connections (only two mains plugs for the minimum configuration for schools, and two connectors) than any other basic machine, which means less can go wrong in the classroom.

The micro of the future will probably be the Apple III, with its built-in disk unit, It will incorporate voice input and graphics tablet among the plug-ins with the full range of the American Apple software library for education; even its price for two units is less than the subsidised 380Z. However, Apple still have to establish an adequate dealer and user support service in this country.

A reduced-price Sinclair ZX81 has been offered to schools with Sinclair's own "subsidy". This equipment is not a suitable choice for schools because there is still no printer link.

Value for money

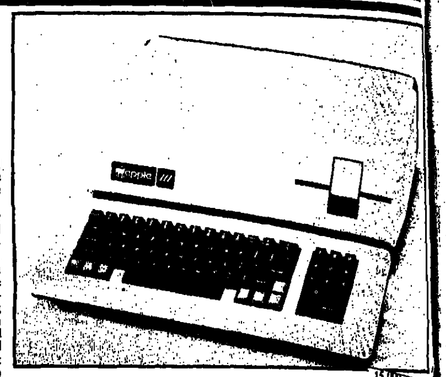
To sum up the situation with regard to the subsidised microcomputers, we can give the following advice:

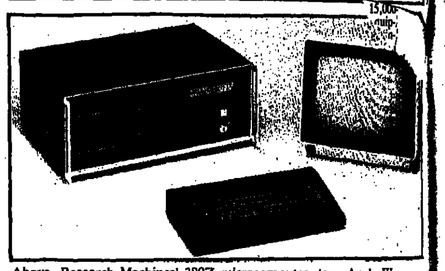
- the present Acorn Atom is not a suitable choice for schools computing;
- when the BBC Atom is produced, further evaluation will be necessary before it is considered for schools use;
- the Research Machines 380Z is still more expensive than the market leader, the Commodore PET, even with a subsidy, and it lacks the software library and user support that a first-time user will need;
- both Research Machines and Acorn lack the necessary dealer and user support infrastructure that is needed and is provided for first-time users by other firms;
- for first-time users, undoubtedly the best value for money even taking the Government subsidy into consideration, is the Commodore range of PETs and VICs;
- those schools that want to look a few years into the future should keep their eyes on the Apple III.

The Government subsidy has only served to reduce the widening gap in price between British microcomputers and the rest of the market. There seems to be no appreciation of the problems created by the fact that schools must compete in the open market for equipment, supplies and software – when each £1000 spent by a firm is only £480 in "real" money, because of the Corporation Tax laws. A better approach might have been to allow any firm selling equipment, supplies and software to a school to exclude the resulting revenue from its taxable income. This would provide a powerful incentive to the development of local dealer services for schools, which is the most urgent need. Adopting a "buy British" policy at this stage in the development of this technology and the microcomputer market is unwise from the point of view of schools as well as detrimental to the long-term prospects of our own microcomputer industry.

The prices quoted were correct at the time of going to press but are liable to fluctuate, and do not reflect local dealers' discounts.

A. K. Hennessy works at the University of Manchester Institute of Science and Technology.





Above, Research Machines' 380Z microcomputer, top, Apple III.

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extra

Organization depends on facilites

David Kilpatrick looks at efficient storage systems for paperwork

Paperwork is too easily relegated to the traditional filing system known as a pile unless you're particularly well organised. Good organisation, in education as anywhere else, depends on having the right facilities. However good your intentions it is impossible to keep everything in its place if there is no place.

The cost of storage space is extremely high relative to the physical value of items stored, which often have a notional value only. Artwork, notes, masters for the duplicator, copies of useful articles for future reference, would be impossible to ovalue. The careers department faces a particularly serious storage problem in most schools, as the careers room is often chosen for compactness and the literature supplied by a few favoured industries is bulky.

Many people have already found that standard melamine faced chipboard shelving sheets will not bear the weight of solid paperwork unless supported every few inches. It makes very good sense to fit shelving systems with inch-thick pine shelves instead. The extra cost of the wood, and the work is sanding and sealing it, is justified in lower costs for wall supports and brackets.

Systems worth looking at if you need shelving must be very strong, and safe enough to bear the weight of a climbing teenager. Industrial steel shelving sytems can have sharp edges underneath. At around £10-15 per four foot run of five or six shelves six feet high in total, and deep enough to take a standard A4 ring binder or box file, costs from cut-price retailers are often competitive with direct supplies. Rigidity problems are solved by bolting the frame back to the wall top and centre.

Click Systems of Kirkby-in-Ashfield, Notts, manufacture various types of shelving and display systems which are also retailed by Habitat (the shelf system can incorporate wiring for lights, but is comparatively expensive), Dexion is available nationally, but its main advantage lies in strength. The best applications for Dexion are for construction of temporary stages in halls, and similar structures.

Speedframe is less well known by name, but enables anyone with a hacksaw and a measure to manufacture rapid shelf, desk and other designs. Speedframe's cheapest variation is one inch square metal tube, coated black, with push fit joints, angles and Ts. To make shelf and worktop fixing easier, buy slotted Speedframe so that no drilling is necessary. Only the concealed, surface-bearing struts need be made of this type.

One of the best low-cost storage systems consists of a pallet of common housebricks and some planed 12 x 1 inch timber. The bricks can be stacked dry or mortared to form the support pillars for the timber shelves. This is ideal for book storage. Do not build higher than waist level with this method, and make sure the result is solid, balanced and stable.

Permanent storage of paper is cheapest in shoe boxes, but a better solution is available from Banker's Box. The R-Kive boxes take up to foolscap length sheets and are a full 12 inches thick; the neater Systematic Transfer files resemble a 4 inch thick box file but are much cheaper. The Folder-Mate boxes stand on a desktop and hold a similar thickness of papers with good top access. There are three Banker's Box filing drawer systems, which take conventional suspension files and come as single drawers which stack to any height.

All these items are made of a strong kind of corrugated cardboard with a thick outer skin and printed finish. The filing drawers are the most surprising in terms of performance for cost; a complete drawer is around £6.50, compared with conventional filing cabinet costs of roughly £20 per drawer. Lighter weight storage boxes are made by companies like Dentax, who are Danish, but Banker's Box are British made, and the range is vast. The boxes are usually classed as stationery, but overlap into being items of furniture. Deep storage of this make costs around £18 per cubic metre.

Another company worth looking at is Esselte Dymo. Their Sortu A4 plastic trays are fairly expensive per unit, but unlike beanstalk filing trays they do not need extension legs in between each tray – they simply stack up, and also fit side by side without lost space. They can be used free standing on a desk, or fitted into a cabinet which takes 48, or put on trolleys.

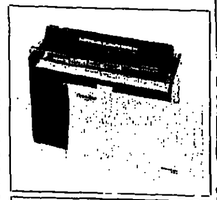
The Myers system tray works in a similar way, and if you have wall space but little desktop space, the Bisley range of steel letter racks reduces the cost per shelf to between £1.50 and £3 depending on the number of shelves on the unit bought. Such systems have the disadvantage of lacking flexibility and having a fixed, limited space between the shelves. I find an eight-shelf version ideal for sorting out current work and gradually progressing from bottom to top, but neglected items have a habit of creeping to the back of the slightly tilted shelves and getting lost.

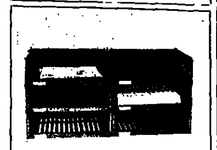
Metal or plastic filing trays are still about three to five times the price of sturdy board systems. You can obtain ten 5 inch thick Guidex Storflat foolscap boxes for around £10, but nearly all plastic trays are around £2.50 to £3 each with extra for support posts. The box type systems are arguably better for many purposes than expanding files, which tend to cost £6-£10 each depending on durability, and are impossible to lift when full. A properly divided set of boxes allows easy movement, better protection and stacking.

Now that the microprocessor has made its way into education, the problem of handling stacks of fragile floppy disks arises. At present, the floppy disk market is in chaos. Recommended disks may cost £4.50 each (it only takes a careless finger to destroy one) but perfectly good, identical disks can be bought unlabelled for £2 or even as little as £1 each. The reason for this is that the manufacturers no longer make low density, single sided disks. They make double density, double sided ones, and those rejected during testing are re-tested to see if they will work at a lower information density, or on just one side only. This has very much reduced the cost.

You may be offered ten diskettes for £22, or 10 with a library case for £27. £5 for a plastic case? For under £20 you can get a steel filing drawer unit over 14 inches deep, 8 inches wide and 6 inches high. Fit an internal barrier by Pet and similar computers. It will provide much more protection than plastic cases, and hold twice as many diskettes for the cost.

Security filing cabinets, capable of resisting fire and impact, are probably the most expensive storage media apart from safes you are likely to need. The cost of good two-drawer fireproof cabinet is around £300-400, and there is then the problem of deciding which files should be in it. Given the high incidence of fires when schools are broken into (and the amount of combustible material) a security cabinet makes sense when you have pupil records to safeguard.





Esselte files and trays

Bankers Box, Kirk Sandall Industrial Estate, Doncaster Rd, Kirk Sandall, South Yorkshire.

Esselte Dymo Ltd, Spur Road, Feltham, Middlesex TW14 0SL.

British Stationery and Office Products Federation, 6 Wimpole St, London W1M 8AS.

Click Systems Ltd, Field Industrial Estate, Clover St, Kirkby in Ashfield, Notts.

Comprehensive databases

John A Willsdon outlines the advantages of Prestel for careers teachers

The amount of paper which pours into schools is enormous, much of it directed at careers staffs who have to find shelf space for output from Polytechnics, Colleges and Institutes, Universities, careers magazine publishers and many others. Moreover, unlike library books, which can be indexed and catalogued and have a reasonable shelf life, careers literature changes very frequently; old prospectuses do not get thrown out always, and it is easy for out of date information to be kept in circulation.

Equipped with a Prestel receiver, the careers teacher now has instant access to volumes of information which can drastically reduce the time needed for search and retrieval and is likely to be up to date. Prestel is not a substitute for press advertising which will highlight specific courses, nor is it likely to replace the traditional prospectus which can supply a comprehensive picture of an institution, but it can give a digest of information and help to narrow the field of choice, or place a course or career in sharper focus. It can also direct attention to relevant literature and addresses.

Advice on courses and careers features prominently. The Council for Educational Technology offers National Education Information material of interest to those both under and over sixteen, and information on examinations and qualifications. The TEC database gives information on courses run by Colleges, Institutes and Polytechnics for technicians in Engineering, Construction, Science, Art and Design, and BEC has covered courses in Business and Secretarial Studies. The Standing Conference of Colleges and Institutes gives information about courses, and the CNAA is also represented.

The National Information on Education database provides details of school subject, and job-related courses, and courses up to degree level, as well as education for the handicapped. The UCCA system is fully presented. The Careers and Occupational Information Centre has a comprehensive database covering the choice of career (basic information, careers related to a pupil's best school subjects or interests, and personal careers advice), careers publications and advisory services, job centre and training services, and Job Library services. The Open University, NFER, ISIS, as well as the National Extension College are all offering detailed information. In addition, the Middlesex Polytechnic, and the South Glamorgan Institute of Higher Education, Cardiff have shown commendable enterprise and initiative in participating in depth. Clearly this is only a beginning.

Careers offices could make use of the Prestel system not only to gain easy and immediate access to this large bank of information, but also to create their own means of disseminating local information via the TV sets in schools

continued on next page

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Processors that can eat your words

David Kilpatrick on computerised typewriting

This article was written on a word processor; that's not unique today, and it certainly won't be tomorrow. Despite the considerable emphasis on computer and microprocessor science in secondary schools, the office equipment market keeps several steps ahead of the rest of us. The new bottleneck has nothing to do with computers, but with word processors and how to use them.

Computers, in normal business practice, eat figures. They don't eat, or generate, words. Figures start off on paper and are "input" into the computer. Most of the structure of paperwork and the words which go with the figures are in the computer's software to start with.

This is not the case with word processing. However "interactive" a word processor may be in prompting the operator to make the right move, word processors need words. They demand literacy where computers demand numeracy.

There are two types of word processor on the market today. There is the hardware dedicated word processor, which has been built for the purpose and has no other role. At the lower end you find intelligent typewriters with single line displays and limited memory storage (Olivetti, Facit, IBM and a growing host of others). At the top end you find complete systems from IBM, Wang, Adler/Imperial, Diablo, and names from both the computing and office equipment fields.

Secretarial colleges have found the middle price-range systems of this type useful. Adler's Bitsy (the machine I use for journalism lists) has formed the basis for a successful educational package. But although the potential of dedicated systems like this is considerable, each make has its own routines and instructions, and user programming is not part of the philosophy. The general principles of word processing can be learned together with one specific detailed routine – at a cost too great for schools, typically between £6000 and £12000 for a single system.

The second type of system is software-based. It can be run on any of a few dozen small computer systems including those in widespread school use – Apple, Commodore Pet, Horizon North Star, Cromemco, Sorcerer, Research and others. A software-based WP package converts a computer into a word processor. Although the keyboard may not have keys labelled "Delete character" or "Insert line", other function keys assume these roles. You can stick new labels over the keys. Most packages use simple instruction codes (as do dedicated systems). Pressing "D" then "L" typically means "Deletetline" in the appropriate context, and so on. Hopefully such single-letter codes will one day be standardized.

Packages of this type include Wordcraft and Wordstar, which is the most popular for microcomputer. The main difference between these packages and dedicated systems is that dedicated WP machine has all the other necessary functions built in to its software; calculations, data storage, alpha-numerical sorting and indexing and perhaps even business functions like invoicing may be included. Because some of these aspects are often covered by existing separate packages on microcomputers, their word processing packages often cover only the text-juggling side of the business.

A typical package for an existing micro might cost between £175 and £350 depending on origin and complexity. For teaching purposes, this is all that is needed. In a working office, the cost of word processing is boosted by the price of high quality printers. You can now buy a small printer from Sharp and others able to print "matrix" characters (built up from needle dots) on an A4 width paper roll at 30 characters per second from £120. More versatile fast printers cost from £200 to £800.

Business letters need better quality, indistinguishable from typewritten work. So far the only popular solution has been the daisy wheel printer (interchangeable type discs, from 45 to 60 characters per second, fine quality) at around £1250 to £2000. The first move down has come from Adler, whose Alphatronic system uses a single element (golfball type) printer deftly switched from their typewriter production line, but typing at half the speed. A complete system then costs around £2350.

None of this answers the future's problem – word processors without words to process. The art of writing for the word processor is a new skill.

Here are some basic WP applications, which may explain why "word processing" is about to become a very dated word, replaced by "information processing".

Standard letter storage: the word processor holds a letter with a fixed format including spaces left in all the right places for variable information. The art of writing the basic letter includes coping with the chance of having one space with no information, variable single/plural items, and even variable gender.

Permanent data storage: all the information relating to each item or person in a list is broken down and stored so that any one aspect can be recovered instantly. Address lists may typically contain each address broken down into title (Mr, Mrs, The Rt. Hon etc), forename or initials, surname, house and street, district or town, county or city, postcode and perhaps telephone number or status of listed person. As a project, ask senior pupils to discover how many categories you need to avoid when writing a letter, from "Dear Sir Thompson", to "Dear Mr Johnson O.B.E.". Include a Bishop and an Earl as well!

Data indexing: random data, including words and numbers, is "input" first for subsequent sorting by the system.

Translation: a language department prepares foreign language equivalents of paragraphs of English text and codes them to key in, so that a letter written in English can automatically be printed in French, German or Spanish.

Editing: a block of text is altered for United States readers by asking the system to go through and change "through" to "thru" every time it appears, and so on with other words.

All these functions can be taught and experienced without a word processor or computer of any sort on paper. Most of them involve logical decisions and the ability to spot conflict. Thinking in this way will be essential in the office of tomorrow unless a new breed of business writers emerges, providing standard letter wordings to businesses and training staff in their correct use.

There are other subtleties. Some word processors will store 50,000 words in their own dictionary (IBM, for example) and when there is a need to break a word at a line end with a hyphen, the correct hyphenation points are shown by the dictionary. This is expensive. Others (my own Bitsy is one) break the word at random and simply ask the operator to change this position if it is wrong. English teachers will have to ensure that typists know the syllabic structure of the language as well as the spelling.

In two months as one of the first electronic journalists in the UK outside newspaper offices using "direct input terminals", I have few complaints. The sheer ease of correction or wholesale alteration makes using an electronic keyboard and display screen a delight (and far quicker than a good typewriter).

In showing my system to nephews in their early teens I was astounded at how rapidly all the functions were picked up and at the success rate. My 6 year-old son is perfectly capable of writing on the system, knows all the instruction, talks about floppy discs and print-out, and reads the articles on the screen.

The only complaint is that word processors don't play space invaders!

Potential alternative

Alec Wood describes another computer language

Microcomputers are now quite commonplace in our schools. However their use is still restricted in the main to mathematical and computer studies applications. Their failure to make an immediate impact in other areas of the curriculum is principally due to the lack of suitable good quality software for these subject areas. The lack of software is due mainly to the fact that the microcomputers are programmed in general purpose languages such as BASIC (Beginners All purpose Symbolic Instruction Code) and FORTRAN (FORmula TRANslator).

Teachers who have tried to write teaching programmes using these languages are probably aware of their shortcomings, particularly their unsuitability for handling text in a flexible, interactive way, which has meant that enthusiastic subject teachers have to become quite expert programmers before they have been able to produce professional results.

However this is not the case if a specialist author language such as PILOT (Programmed Inquiry, Learning Or Teaching) is used. This language is easy to learn, simple to use,

General purpose languages such as Basic

and yet provides the ordinary teacher with some very sophisticated programming power. Essentially it takes all the housekeeping tasks out of programming and allows the teacher to concentrate on teaching strategy. Pilot differs from other teacher interfaces such as the National Physical Laboratory's EDUTEXT in the degree of freedom and sophistication of programming that it can provide.

It is able to do this by reducing the major operations required by the teacher to fewer than ten. These are represented by single or double letter operation codes. The teacher is also provided with a few single letter modifiers and conditioners. By combining these, many different and powerful instructions can be made.

Problems such as the use of lower or upper case, simple spelling errors, word of words instead of or as well as digits, can all be taken care of automatically. The text handling provided by Pilot is so flexible that the correct response expected from the student may be embedded in a sentence and will still be recognized by the computer. These features make Pilot particularly attractive to language teachers.

Pilot has been under development since 1971. It originated at the San Francisco Medical Centre and was later developed and standardised at Western Washington University as Common Pilot. Until recently it was only available in this country on a very limited number of microcomputers. However manufacturers are now realizing its importance and one major microcomputer manufacturer, eager to make inroads into the educational market, has produced an excellent and full implementation of Common Pilot for their machine.

Unfortunately a number of non-standard and rather trivial versions also exist so teachers wishing to obtain Pilot in addition to Basic should check that they are supplied with a version of Common Pilot.

In an attempt to make the language more widely available I have produced an inexpensive version of Common Pilot that will run on most Z80 based microcomputers such as the RML 380Z, Tandy, Sharp, Sorcerer, Nascom etc. Details can also be supplied of versions for other popular machines such as the PET and Apple. The UK Pilot user's Group has available an 80 page A4 size Common Pilot Language Reference Manual for £5, and on receipt of a stamped addressed envelope, can supply brief details of various Pilot interpreters. Reprints of articles on Pilot are also available on loan.

There is little doubt that a simple language such as Pilot is essential if the classroom teacher is to play a part in writing the software required to achieve the strategy of the Government's Microelectronics in Education Programme (MEP), and enable microcomputers to achieve the impact in schools of which they are capable.

For further details of Pilot please contact:-Alec Wood, UK Pilot User's Group, Wirral Grammar School for Boys, Cross Lane, Bebington, Wirral, Merseyside L63 3AQ. (Cheques for manuals should be made payable to the school.)

Databases (continued)

and colleges. This might include information about local job vacancies, or the types of jobs in which vacancies exist. Because of the inherent flexibility of the system it would be simple to update. Material of a more permanent nature could be tape recorded using a relatively inexpensive tape cassette recorder and made available to each school for replaying through their own TV set.

The present arrangements for conveying details of late course vacancies are far from satisfactory. Prestel could supply these at the touch of a button. It is possible to operate the Prestel system with some degree of confidentiality by using a special code unique to a user – this can prevent unauthorised access and ensure that only those in possession of the code can retrieve information.

It is also possible for a careers service, acting as a central information provider, to receive via a "response" page, requests from individual schools for the supply of specific items such as careers leaflets, lists of addresses, and other literature. Such items could be listed on the screen along with a reference number for ordering. This system is already in operation for commercial companies; consumers can order goods from their armchair. Its adaptation to the careers services would be easy.

The establishment of a database for careers information and advice on a local or regional level could add a completely new dimension to the service available to schools and parents, but even now any school within reach of a Prestel Centre can have access to the existing national information. All that is required is a telephone connection, the necessary adaptor for the Pye and the necessary adaptor for the present school TV set, or the replacement of the set with one designed also to receive Prestel.

Most TV companies can help with both. The cost of an adaptor such as the Pye Viewdata 7050, which will operate on any standard TV aerial socket, is about £15 to £16 per month, or £190 for outright purchase. This includes a sixteen button keypad. A replacement set such as the Fantel is about £190 (including VAT). Rental is also possible. Schools which already have a Visual Display Unit such as the Appletel type can also have it adapted for Prestel reception. Prices are tumbling and it is clear that none of the costs involved in installing Prestel are beyond the means of most secondary schools, especially if they were to enlist the help of a parent teacher association for fund raising. Moreover, the existing careers information would be of considerable interest to parents as well as teachers.

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PRESTEL PAGE 445

endpage

David Bradley as Billy in 'Kes' I, directed by Ken Loach, "a potentially sympathetic media professional".

Structuralism on screen

Raymond Durgnat

...logy cries still re-echo from the Cambridge ...ons over structuralism in "Eng Lit", a second ...ialist controversy, over film studies, looks ...s hotting up.

...film studies are less marginal than they may ...em. They're the oldest of the audio-visual mass ...dia. They overlap with many subjects, notably ...ology, psychology, communication theory, ...ure, and the popular culture debate. But ...ey're also very tempting to axe, in these hard ...es. A thumbnail sketch of the issues may come ...seful.

...t took its cue from certain linguists. They ...ssumed that the forms and structures of language ...ade the models and limits of all thought, ...ing our knowledge of the outside world. ...at all subjects would in some way be domin-...ted or coordinated by linguistics. Four Parisians ...mmarized the idea.

...With anthropology, Lévi-Strauss applied it to ...ow we thought", and, by implication, to civil-...ation's thought too. Barthes persuaded many ...at that linguistics should dominate, not only ...ge studies, but semiology, which is the study ...gns and meanings of all kinds, including ...ms. It is due to Barthes that structuralism ...n film is usually called semiology. Lacan, ...ded Freudian, crossed this linguistics with ...ian Freud.

...These grafted structuralism onto Marxism. ...ded that they involve one another and are ...ts combination. The class which domin-...tly controls the codes, and these domin-...ed so rightly that individuality is entirely ...ible. Paris this was widely linked to ...ticism of the student riots in Paris ...which nearly toppled the French ...The current interest in communica-...tion theory, and McLuhan on the ...all these propositions "sexy", as ...people say. They exaggerated a ...educators were impressed; the appeal to structure looked highly scientific.

But there's a catch. Most sciences prescribe their *own* structures, systems and complex processes. Ecology, for example, is a thoroughly structural science, but the structures it studies obviously don't arise from language. Indeed, the structures of language are exceptionally loose and open, so that many other structures can be described in it. It is this looseness which readmits the individual subject. Hence Jean Piaget roundly rejected this merely linguistic structuralism, on behalf of psychology, and inter-disciplinary studies.

The structuralist package came to London in time to coincide with a policy change by the British Film Institute. Hitherto the BFI had rather neglected higher education's expanding interest in Film/TV. When it suddenly reversed its policy, an Althusserian persuasion easily take over both its education department, and its tributary, SEFT (The Society for Education in OFilm and Television), which publishes two journals, *Screen* and *Screen Education*.

By 1979 Derek Malcolm, film critic of *The Guardian*, wrote in the *New Statesman*, "Those who wish to start film courses invariably write to the BFI for help. The result is depressingly predictable – another semiologist is trotted out for inspection and probable appointment . . . semiology, in the hands of its most rigid alumni, has become (a) virtually unintelligible, (b) Stalinist in outlook, and (c) dismissively selective."

The real damage is done by Malcolm's point (c) – a militant exclusivism. Its scorn for "bourgeois culture" pretty well *en bloc* leads to diktats like "the human subject has been abolished". It asserts anti-humanism within the humanities. It scorns empiricism. It shrugs off inter-disciplinary approaches as "furious eclecticism". It flattens sociology beneath notions of one dominant ideology.

But this anti-bourgeois overkill becomes self-sabotaging. For cinesemiology, although uneasy over its inability to analyse pictures, couldn't or wouldn't turn for help to bourgeois science, e.g. gestalt psychology. Similarly, Peter Wollen's influential book, *Signs and Meanings in the Cinema*, gives an account of "bourgeois" ideas about art which is mostly 40 years out of date and sometimes nearly a century behind the times.

Similarly, structuralists regularly teach that bourgeois thought is idealistic not materialist, that it substitutes ideas of "genius" for social pressures, that its empiricism rules out theories, etc. And this description bewilders students for whom such things are common sense.

A rigidity viable in some disciplines is disastrous in film studies. First, because they involve an extraordinary variety of factors – market economics, cultural institutions, social moods, varied technologies. Moreover, they involve aspects of *all* the arts (pictures, words, music, performance).

Ironically, the Europeans who propagated this approach to film now confess that their linguistics model was entirely misguided. This left the apologists of theoretical rigour with no theory. They are trying to find new assumptions, and currently pin particular faith on Lacan's brand of Freud. But that's the sticklest of wickets; for Freudian theory, always narrow and unstable, is currently in crisis.

As if this weren't enough, the ideological pitch has also been queered. There's been a range of Marxist revulsions against Althusser, led, notably, by the historian E. P. Thompson (in *The Poverty of Theory*) and by the sociologist Simon Clark (in *One-Dimensional Marxism*).

A third lashback, often angry, has come from a wide range of potentially sympathetic media professionals (Lindsay Anderson, Joseph Losey, Kevin Brownlow, Ken Loach, Steve Dwoskin, Jean-Pierre Gorin). It's only fair to say that the very breakdown of theory allows some quite interesting practical criticism to be done. And after all one expects young academics, even if they begin by teaching unviable extremes, to lean on the job, and mellow eventually. But to prescribe benign neglect risks underestimating the determination of the *Screen* connexion to combat the usual purpose of education in the humanities. Which, I take it, involves presenting a variety of mental sets and tools of thought, and a readiness to think independently of ideological battle-lines. But everybody's arguments to this effect meet with accusions of "bad faith", comparisons with witch-hunts, and so on.

The same animus is crushing when directed against students. In the US I had to lavish remedial reassurance on PhD candidates, including *Marxist* journalists, whose demoralisation evoked the unlucky young Conservative in *The History Man*. The BFI's institutional position as the central channel of government funding creates a real risk that this sciduous strain will spread right across film/TV studies, and systematically edge out other approaches. In the US, media studies, being less centralized, are healthily varied. They regularly draw in academically able media professionals like Joseph Losey and Paul Schrader.

On present form, there's much to be said for re-routing government support of media studies away from the BFI, and favouring diversity by spreading it around a variety of institutions.

extra

Processors that can eat your words

David Kilpatrick on computerised typewriting

This article was written on a word processor; that's not unique today, and it certainly won't be tomorrow. Despite the considerable emphasis on computer and microprocessor science in secondary schools, the office equipment market keeps several steps ahead of the rest of us. The new bottleneck has nothing to do with computers, but with word processors and how to use them.

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This is not the case with word processing. However "interactive" a word processor may be in prompting the operator to make the right move, word processors need words. They demand literacy where computers demand numeracy.

There are two types of word processor on the market today. There is the hardware dedicated word processor, which has been built for the purpose and has no other role. At the lower end you find intelligent typewriters with single line displays and limited memory storage (Olivetti, Facit, IBM and a growing host of others). At the top end you find complete systems from IBM, Wang, Adler/Imperial, Diablo, and names from both the computing and office equipment fields.

Secretarial colleges have found the middle price-range systems of this type useful. Adler's Bitsy (the machine I use for journalism lists) has formed the basis for a successful educational package. But although the potential of dedicated systems like this is considerable, each make has its own routines and instructions, and user programming is not part of the philosophy. The general principles of word processing can be learned together with one specific detailed routine – at a cost too great for schools, typically between £6000 and £12000 for a single system.

The second type of system is software-based. It can be run on any of a few dozen small computer systems including those in widespread school use – Apple, Commodore Pet, Horizon North Star, Cromemco, Sorcerer, Rair and others. A software-based WP package converts a computer into a word processor. Although the keyboard may not have keys labelled "Delete character" or "Insert line", other function keys assume these roles. You can stick new labels over the keys. Most packages use simple instruction codes (as do dedicated systems). Pressing "D" then "L" typically means "Deleteline" in the appropriate context, and so on. Hopefully such single-letter codes will one day be standardized.

Packages of this type include Wordcraft and Wordstar, which is the most popular for microcomputer. The main difference between these packages and dedicated systems is that dedicated WP machine has all the other necessary functions built in to its software: calculations, data storage, alpha-numerical sorting and indexing and perhaps even business functions like invoicing may be included. Because some of these aspects are often covered by existing separate packages on microcomputers, their word processing packages often cover only the text-juggling side of the business.

A typical package for an existing micro might cost between £175 and £350 depending on origin and complexity. For teaching purposes, this is all that is needed. In a working office, the cost of word processing is boosted by the price of high quality printers. You can now buy a small printer from Sharp and others able to print "matrix" characters (built up from needle dots) on an A4 width paper roll at 30 characters per second from £120. More versatile fast printers cost from £200 to £800.

Business letters need better quality, indistinguishable from typewritten work. So far the only popular solution has been the daisy wheel printer (interchangeable type discs, from 45 to 60 characters per second, fine quality) at around £1250 to £2000. The first move down has come from Adler, whose Alphatronic system uses a single element (golfball type) printer deftly switched from their typewriter production line, but typing at half the speed. A complete system then costs around £2350.

None of this answers the future's problem – word processors without words to process. The art of writing for the word processor is a new skill.

Here are some basic WP applications, which may explain why "word processing" is about to become a very dated word, replaced by "information processing".

Standard letter storage: the word processor holds a letter with a fixed format including spaces left in all the right places for variable information. The art of writing the basic letter includes coping with the chance of having one space with no information, variable single/plural items, and even variable gender.

Permanent data storage: all the information relating to each item or person in a list is broken down and stored so that any one aspect can be recovered instantly. Address lists may typically contain each address broken down into title (Mr, Mrs, The Rt. Hon etc), forename or initials, surname, house and street, district or town, county or city, postcode and perhaps telephone number or status of listed person. As a project, ask senior pupils to discover how many categories you need to avoid when writing a letter, from "Dear Sir Thompson" to "Dear Mr Johnson O.B.E.". Include a Bishop and an Earl as well!

Data indexing: random data, including words and numbers, is "input" first for subsequent sorting by the system.

Translation: a language department prepares foreign language equivalents of paragraphs of English text and codes them to key in, so that a letter written in English can automatically be printed in French, German or Spanish.

Editing: a block of text is altered for United States readers by asking the system to go through and change "through" to "thru" every time it appears, and so on with other words.

All these functions can be taught and experienced without a word processor or computer of any sort on paper. Most of them involve logical decisions and the ability to spot conflict. Thinking in this way will be essential in the office of tomorrow unless a new breed of business writers emerges, providing standard letter wordings to businesses and training staff in their correct use.

There are other subtleties. Some word processors will store 50,000 words in their own dictionary (IBM, for example) and when there is a need to break a word at a line end with a hyphen, the correct hyphenation points are shown by the dictionary. This is expensive. Others (my own Bitsy is one) break the word at random and simply ask the operator to change this position if it is wrong. English teachers will have to ensure that typists know the syllabic structure of the language as well as the spelling.

In two months as one of the first electronic journalists in the UK outside newspaper offices using "direct input terminals", I have few complaints. The sheer ease of correction or wholesale alteration makes using an electronic keyboard and display screen a delight (and far quicker than a good typewriter).

In showing my system to nephews in their early teens I was astounded at how rapidly all the functions were picked up and at the success rate. My 6 year-old son is perfectly capable of writing on the system, knows all the instruction, talks about floppy discs and print-out, and reads the articles on the screen.

The only complaint is that word processors don't play space invaders!

Potential alternative

Alec Wood describes another computer language

Microcomputers are now quite commonplace in our schools. However their use is still restricted in the main to mathematical and computer studies applications. Their failure to make an immediate impact in other areas of the curriculum is principally due to the lack of suitable good quality software for these subject areas. The lack of software is due mainly to the fact that the microcomputers are programmed in general purpose languages such as BASIC (Beginners All purpose Symbolic Instruction Code) and FORTRAN (FORmula TRANslator).

Teachers who have tried to write teaching programmes using these languages are probably aware of their shortcomings, particularly their unsuitability for handling text in a flexible, interactive way, which has meant that enthusiastic subject teachers have to become quite expert programmers before they have been able to produce professional results.

However this is not the case if a specialist author language such as PILOT (Programmed Inquiry, Learning Or Teaching) is used. This language is easy to learn, simple to use,

General purpose languages such as Basic

and yet provides the ordinary teacher with some very sophisticated programming power. Essentially it takes all the housekeeping tasks out of programming and allows the teacher to concentrate on teaching strategy. Pilot differs from other teacher interfaces such as the National Physical Laboratory's EDUTEXT in the degree of freedom and sophistication of programming that it can provide.

It is able to do this by reducing the major operations required by the teacher to fewer than ten. These are represented by single or double letter operation codes. The teacher is also provided with a few single letter modifiers and conditioners. By combining these, many different and powerful instructions can be made.

Problems such as the use of lower or upper case, simple spelling errors, use of words instead of or as well as digits can all be taken care of automatically. The text handling provided by Pilot is so flexible that the correct response expected from the student may be embedded in a sentence and will still be recognized by the computer. These features make Pilot particularly attractive to language teachers.

Pilot has been under development since 1971. It originated at the San Francisco Medical Centre and was later developed and standardised at Western Washington University as Common Pilot. Until recently it was only available in this country on a very limited number of microcomputers. However manufacturers are now realizing its importance and one major microcomputer manufacturer, eager to make inroads into the educational market, has produced an excellent and full implementation of Common Pilot for their machine.

Unfortunately a number of non-standard and rather trivial versions also exist so teachers wishing to obtain Pilot in addition to Basic should check that they are supplied with a version of Common Pilot.

In an attempt to make the language more widely available I have produced an inexpensive version of Common Pilot that will run on most Z80 based microcomputers such as the RML 380Z, Tandy, Sharp, Sorcerer, Nascom etc. Details can also be supplied of versions for other popular machines such as the PET and Apple. The UK Pilot user's Group has available an 80 page A4 size Common Pilot Language Reference Manual for £5, and on receipt of a stamped addressed envelope, can supply brief details of various Pilot interpreters. Reprints of articles on Pilot are also available on loan.

There is little doubt that a simple language such as Pilot is essential if the classroom teacher is to play a part in writing the software required to achieve the strategy of the Government's Microelectronics in Education Programme (MEP), and enable microcomputers to achieve the impact in schools of which they are capable.

For further details of Pilot please contact:-Alec Wood, UK Pilot User's Group, Wirral Grammar School for Boys, Cross Lane, Bebington, Wirral, Merseyside L63 3AQ. (Cheques for manuals should be made payable to the school.)

Databases (continued)

and colleges. This might include information about local job vacancies, or the types of jobs in which vacancies exist. Because of the inherent flexibility of the system it would be simple to update. Material of a more permanent nature could be tape recorded using a relatively inexpensive tape cassette recorder and made available to each school for replaying through their own TV set.

The present arrangements for conveying details of late course vacancies are far from satisfactory. Prestel could supply these at the touch of a button. It is possible to operate the Prestel system with some degree of confidentiality by using a special code unique to a user – this can prevent unauthorised access and ensure that only those in possession of the code can retrieve information.

It is also possible for a careers service, acting as a central information provider, to receive on a "response" page, requests from individual schools for the supply of specific items such as careers leaflets, lists of addresses, and other literature. Such items could be listed on the screen along with a reference number for ordering. This system is already in operation for commercial companies; consumers can order goods from their armchair. Its adaptation to the careers services would be easy.

The establishment of a database for careers information and advice on a local or regional level could add a completely new dimension to the service available to schools and parents, but even now any school within reach of a Prestel Centre can have access to the existing national information. All that is required is a telephone connection and the necessary adaptor for the present school TV set, or the replacement of the set with one designed also to receive Prestel.

Most TV companies can help with both. The cost of an adaptor such as the Pye Viewdata 7050, which will operate on any standard TV aerial socket, is about £15 to £16 per month, or £190 for outright purchase. This includes a sixteen button keypad. A replacement set such as the Tantel is about £190 (including VAT). Rental is also possible. Schools which already have a Visual Display Unit such as the Apple or Pet can also have it adapted for Prestel reception. Prices are unavailable and it is clear that none of the costs involved in installing Prestel are beyond the means of most secondary schools, especially if they were to enlist the help of a parent teacher association for fund raising. Moreover, the existing careers information would be of considerable interest to parents as well as teachers.

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PRESTEL PAGE 445

endpage

David Bradley as Billy in 'Kes' I, directed by Ken Loach, "a potentially sympathetic media professional".

Structuralism on screen

Raymond Durgnat

As angry cries still re-echo from the Cambridge faces over structuralism in "Eng Lit", a second structuralist controversy, over film studies, looks like hotting up.

Film studies are less marginal than they may seem. They're the oldest of the audio-visual mass media. They overlap with many subjects, notably sociology, psychology, communication theory, the arts, and the popular culture debate. But they're also very tempting to axe, in these hard times. A thumbnail sketch of the issues may come in useful.

It took its cue from certain linguists. They asserted that the forms and structures of language prescribe the models and limits of all thought, including our knowledge of the outside world. Hence all subjects would in some way be dominated or coordinated by linguistics. Four Parisians popularized the idea.

In anthropology, Lévi-Strauss applied it to "savage thought", and, by implication, to civilized thought too. Barthes persuaded many people that linguistics should dominate, not only literary studies, but semiology, which is the study of signs and meanings of all kinds, including cinema. It is due to Barthes that structuralism applied to film is usually called semiology. Lacan, a self-styled Freudian, crossed this linguistics with aspects of Freud.

Althusser grafted structuralism onto Marxism. He argued that they involve one another and are dangerous in combination. The class which dominates society controls the codes, and these dominate our thought so tightly that individuality is entirely illusory. Outside Paris this was widely linked to the ensuing radicalism of the student riots in Paris in May 1968 which nearly toppled the French government. The current interest in communications information theory, and McLuhan on the media made all these propositions "sexy", as advertising people say. They exaggerated a new possibility. Educators were impressed; the appeal to structure looked highly scientific.

But there's a catch. Most sciences prescribe their *own* structures, systems and complex processes. Ecology, for example, is a thoroughly structural science, but the structures it studies obviously don't arise from language. Indeed, the structures of language are exceptionally loose and open, so that many other structures can be described in it. It is this looseness which readmits the individual subject. Hence Jean Piaget roundly rejected this merely linguistic structuralism, on behalf of psychology, and inter-disciplinary studies.

The structuralist package came to London in time to coincide with a policy change by the British Film Institute. Hitherto the BFI had rather neglected higher education's expanding interest in Film/TV. When it suddenly reversed its policy, an Althusserian persuasion could easily take over both its education department, and its tributary, SEFT (The Society for Education in Film and Television), which publishes two journals, *Screen* and *Screen Education*.

By 1979 Derek Malcolm, film critic of *The Guardian*, wrote in the *New Statesman*, "Those who wish to start film courses invariably write to the BFI for help. The result is depressingly predictable – another semiologist is trotted out for inspection and probable appointment . . . semiology, in the hands of its most rigid alumni, has become (a) virtually unintelligible, (b) Stalinist in outlook, and (c) dismissively selective."

The real damage is done by Malcolm's point (c) – a militant exclusivism. Its scorn for "bourgeois culture" pretty well *de facto* leads to diktats like "the human subject has been abolished". It asserts anti-humanism within the humanities. It scorns empiricism. It shrugs off inter-disciplinary approaches as "furious eclecticism". It flattens sociology beneath notions of one dominant ideology.

But this anti-bourgeois overkill becomes self-sabotaging. For cinesemiology, although uneasy over its inability to analyse pictures, couldn't or wouldn't turn for help to bourgeois science, e.g. gestalt psychology. Similarly, Peter Wollen's influential book, *Signs and Meanings in the Cinema*, gives an account of "bourgeois" ideas about art which is mostly 40 years out of date and sometimes nearly a century behind the times.

Similarly, structuralists regularly teach that bourgeois thought is idealistic not materialist, that it substitutes ideas of "genius" for social pressures, that its empiricism rules out theories, etc. And this description bewilders students for whom such things are common sense.

A rigidity viable in some disciplines is disastrous in film studies. First, because they involve an extraordinary variety of factors – market economics, cultural institutions, social moods, varied technologies. Moreover, they involve aspects of *all* the arts (pictures, words, music, performance).

Ironically, the Europeans who propagated this approach to film now confess that their linguistics model was entirely misguided. This left the apologists of theoretical rigour with no theory. They are trying to find new assumptions, and currently pin particular faith on Lacan's brand of Freud. But that's the slickest of wickets; for Freudian theory, always narrow and unstable, is currently in crisis.

As if this weren't enough, the ideological pitch has also been queered. There's been a range of Marxist revulsions against Althusser, led, notably, by the historian E. P. Thompson (in *The Poverty of Theory*) and by the sociologist Simon Clark (in *One-Dimensional Marxism*).

A third lashback, often angry, has come from a wide range of potentially sympathetic media professionals (Lindsay Anderson, Joseph Losey, Kevin Brownlow, Ken Loach, Steve Dwoskin, Jean-Pierre Gorin). It's only fair to say that the very breakdown of theory allows some quite interesting practical criticism to be done. And after all one expects young academics, even if they begin by teaching unviable extremes, to lean on the job, and mellow eventually. But to prescribe benign neglect risks underestimating the determination of the *Screen* connexion to combat the usual purpose of education in the humanities. Which, I take it, involves presenting a variety of mental sets and tools of thought, and a readiness to think independently of ideological battle-lines. But everybody's arguments to this effect meet with accusions of "bad faith", comparisons with witch-hunts, and so on.

The same animus is crushing when directed against students. In the US I had to lavish remedial reassurance on PhD candidates, including *Marxist* journalists, whose demoralisation evoked the unlucky young Conservative in *The History Men*. The BFI's institutional position as the central channel of government funding creates a real risk that this acidulous strain will spread right across film/TV studies, and systematically edge out other approaches. In the US, media studies, being less centralized, are healthily varied. They regularly draw in academically able media professionals like Joseph Losey and Paul Schrader.

On present form, there's much to be said for re-routing government support of media studies away from the BFI, and favouring diversity by spreading it around a variety of institutions.

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(5949) 008-80

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(15945) 010-80

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ELSLEY JM&I SCHOOL Tokyngton Avenue, Wembley, Middlesex (Scale 1)
SALISBURY INFANTS SCHOOL, Salisbury Road, NW6 6RG (Social Priority School) (Scale 1)
SUDBURY INFANTS SCHOOL Watford Road, Wembley, HA0 3EY (Scale 1)
VICARS GREEN JM&I SCHOOL, Lily Gardens, Wembley, HA0 1DP (Scale 1)
THE SINAI JEWISH JM&I SCHOOL, Shakespeare Drive, The Mall, Kenton, Middlesex (Scale 2)
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TE9A2

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ELSLEY JM&I SCHOOL Tokyngton Avenue, Wembley, Middlesex (Scale 1)
SALISBURY INFANTS SCHOOL, Salisbury Road, NW6 6RG (Social Priority School) (Scale 1)
SUDBURY INFANTS SCHOOL Watford Road, Wembley, HA0 3EY (Scale 1)
VICARS GREEN JM&I SCHOOL, Lily Gardens, Wembley, HA0 1DP (Scale 1)
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(15319) 008-80

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Workington - County, mixed 2 - 7 years - 93 on roll - Group 3 + 2 S.P.A.
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Keswick
Required for September 1981, or as soon as possible thereafter, a suitably-qualified teacher for the temporary headship of this C. of E. Aided First School, age 4 - 9 years, 58 on roll. Salary Burnham Group 2 Head.
Application forms and further details available from Mr. R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven to whom completed forms should be returned within seven days of this advertisement. (15939) 010-80

HAMPSHIRE
LOCKS HEATH COUNTY JUNIOR SCHOOL
January 1982 - HEAD TEACHER - GROUP 3.
Apply: The Education Office, Walpole Road, Gosport, PO12 1BU, for details and application form. Closing date 10th July, 1981. (17615) 010-80

OXFORDSHIRE
EDUCATION DEPARTMENT
Advisory Team. Details as under administration. (15880) 010-80

OXFORDSHIRE
ADVISOR FOR UNDER FIVES
See main Ad. under Administration. (15899) 010-80

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointments:-
DANBY CASTLETON COUNTY PRIMARY SCHOOL (GROUP 2)
(Mainly mixed)
HUNSINGORE COUNTY PRIMARY SCHOOL
Near Harrogate (Group 1)
(Mainly mixed)
Candidates should additional previously should let me know of their applications to be considered further.
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned not later than fourteen days after the appearance of this advertisement. (17782) 010-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
BRIGHTSIDE NURSERY FIRST SCHOOL
Jenkin Road, Sheffield, S9 1AS
Required for January 1982, a Head Teacher for this Group 5 school.
Application forms and further details, if available soon after Mr. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven to whom completed forms should be returned within seven days of this advertisement. (15939) 010-80

WARWICKSHIRE
ST. ANTHONY'S R.C. (AIDED) COMBINED SCHOOL
Wheelwright Drive, Leamington Spa, CV31 1NJ
APPOINTMENT OF HEAD
Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER (Group 4). Applicants should be well experienced, with a thorough knowledge of the progression of work in the first school. Ability to play the piano and be responsible for music an asset. Must be practising Catholic.
Application forms and further details from the Headmistress (s.a.e.). Closing date 13 July, 1981. (17885) 011-80

WILTSHIRE
WEST ASHTON C.E AIDED SCHOOL
Bratton Road, West Ashton, Trowbridge, Wilts., BA14 6AZ
GROUP 2. N.O.R. 96.
SCALE 1 TEACHER required for the Lower Juniors from 1st September, 1981.
Written letter of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience, and also the names and addresses of two referees, one of whom must be a Vicar.
Applications to the Head Teacher (Mrs. J.M. Stacey) by 8th July, 1981. (15900) 010-80

AVON COUNTY
ST JOSEPH'S RC JM & I SCHOOL
St Vincent's Hill, Portishead, Bristol, BS20 9LA
DEPUTY HEADTEACHER (GROUP 3)
Applications are invited from suitably qualified and experienced practising Catholic teachers for January 1982, in addition to the duties of Deputy Headteacher, the successful candidate will be expected to teach a class of Junior children and be responsible for boys' games and welfare.
Applications by letter to the Headmistress enclosing a curriculum vitae, names and addresses of two referees and a stamped addressed envelope by Friday 3rd July, 1981. (17886) 011-80

BERKSHIRE
ST ANTHONY'S R.C. FIRST SCHOOL
Farnham Road, Slough, SL2 3AA
N.O.R. 144
Required for January 1982, DEPUTY HEADTEACHER (Group 4). Applicants should be well experienced, with a thorough knowledge of the progression of work in the first school. Ability to play the piano and be responsible for music an asset. Must be practising Catholic.
Application forms and further details from the Headmistress (s.a.e.). Closing date 13 July, 1981. (17885) 011-80

Primary Education

Headships

BARNET
LONDON BOROUGH OF
ST. JOSEPH'S R.C. INFANTS' SCHOOL
Watford Way, Hendon, NW4 4TY
Roll 178

HEAD TEACHER GROUP 4
Required for January 1982, Practising Catholic and holder of Catholic Teacher's Certificate Preferred. The School is a voluntary aided school with a religious order.
In approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Application forms (s.a.e.) are obtainable from The Director of Educational Services, Town Hall, Forty Lane, Wembley, HA9 9HD, to be returned to Mrs. Clark to the Governors, St. Gabriel's Convent, Dreamfield Crescent, Bournemouth by 17th July, 1981.
(15945) 010-80

Haringey
EDUCATION SERVICE

ADVISOR PRIMARY (JUNIOR) EDUCATION
Headteacher Group 10
Salary: £15,144-£16,272
As a result of the retirement of the current post-holder, applications are invited for a Primary Schools Adviser with a particular responsibility for Junior Education. The successful applicant will be well-qualified and the appointee is make a major contribution to the work of the Authority in the field of curriculum development and the promotion of in-service training. Teaching experience in a senior post in a primary school is essential. The post qualifies for an essential car user allowance.
Application forms and further details are available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Telephone No 01-881 3000 Ext 3131. Please quote reference number 16187. Applications returnable by 10 July, 1981.
TE9B19

County of Cleveland

HEAD TEACHER (Group 4)
ST. JOSEPH'S R.C. PRIMARY SCHOOL, Musgrave Street, Hartlepool Cleveland, TS24 7HT
Required for September, 1981, or as soon as possible thereafter, a suitably qualified and experienced teacher for the post of Head Teacher of this school serving the southern area of the town. Applicants must be practising Roman Catholics.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teacher at the address shown above. Forms of application should be returned to the Very Reverend Canon J. Bell, St. Joseph's Presbytery, St. Paul's Road, Hartlepool, Cleveland, not later than 10th July, 1981.
TE9B18

Deputy Headships Second Masters/ Mistresses

AVON COUNTY
ST JOSEPH'S RC JM & I SCHOOL
St Vincent's Hill, Portishead, Bristol, BS20 9LA
DEPUTY HEADTEACHER (GROUP 3)
Applications are invited from suitably qualified and experienced practising Catholic teachers for January 1982, in addition to the duties of Deputy Headteacher, the successful candidate will be expected to teach a class of Junior children and be responsible for boys' games and welfare.
Applications by letter to the Headmistress enclosing a curriculum vitae, names and addresses of two referees and a stamped addressed envelope by Friday 3rd July, 1981. (17886) 011-80

PRIMARY DEPUTY HEADS
continued

CAMBRIDGESHIRE
CAMBRIDGE AREA
JOHN PAXTON JUNIOR SCHOOL
Sawston.
Applications are invited for the DEPUTY HEADSHIP Group 6 of the school to commence in January. Roll 345.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (s.a.e. please) returnable by 6th July. (15335) 011-80

CROYDON
LONDON BOROUGH OF
BENSON
West Way, Croydon CR0 8RQ
Telephone: 01-777 1572
Tenable: 1 January 1982.
Following the promotion of the present holder to a Headship, a suitably qualified teacher with appropriate junior experience is required for the post of Deputy Head. The successful candidate would be required to become fully involved in all aspects of school life and to assume wide responsibility.
Please state particular interests.
Salary - Burnham Scale Deputy Head Group 7 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (16069) 011-80

CROYDON
LONDON BOROUGH OF
BENSON SCHOOL
West Way, Croydon CR0 8RQ
Tel: 01-777 1572
Tenable from 1st January 1982
Following the promotion of the present holder to a Headship a suitably qualified teacher with appropriate junior experience is required for the post of Deputy Head. The successful candidate would be required to become fully involved in all aspects of school life and to assume wide responsibility. Please state particular interests. Salary Burnham scale Deputy Head Group 7 with London area allowance.
Please send SAE for application form from and returnable to the Headteacher at the above address as soon as possible. (15774) 011-80

ESSEX
FINCHINGFIELD C. of E. (VOLUNTARY CONTROLLED) PRIMARY SCHOOL
(Group 2).
(Roll 84)
Vicarage Road, Finchingfield, Braintree CM7 4LD.
Tel: Great Dunmow 810493
DEPUTY HEAD
Required January 1982 or sooner, an experienced and enthusiastic teacher with wide experience of all infant age groups. Closing date: 17th July 1981.
Application forms and further details available on receipt of s.a.e. from Area Education Officer, North West Essex Area, Crossman House, Station Approach, Braintree, Essex.
JACK LOBLEY SCHOOL
[illegible] Road, Tilbury
(Roll 199)
Tel: Tilbury 79100
DEPUTY HEAD
Experienced teacher required to social and educational needs of children. Able to take a lead in curriculum development. A commitment to environmental education an advantage.
Curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (16189) 011-80

HAMPSHIRE
WICOR COUNTY PRIMARY SCHOOL
Hatherley Crescent, Portchester, Fareham
Required January 1982 - DEPUTY HEAD TEACHER - GROUP 6.
Send S.A.E. to Head for details and application form. (16047) 011-80

HAMPSHIRE
THE ICKNIELD SCHOOL
River Way, Andover, SP11 6LT
Group 3 BSN (S)
Deputy Head Teacher required January 1982 or earlier Responsible for Junior Class 8 - 12 years old. Willingness to take swimming class essential and minibus driver preferred.
Written applications to Headteacher. (16085) 011-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Gravesham Division
MEOPHAM C.P. JUNIOR SCHOOL
Longfield Road, Meopham, Nr. Gravesend.
Required for January 1982, Deputy Head, Group 6. Experienced teacher required for appointment to post vacated by retiring Deputy Head. Roll of about 300, enthusiasm for boys' games and parental involvement an advantage.
Canterbury Division
BARHAM C.E. PRIMARY SCHOOL
Barham, Near Canterbury.
(Group 4 - roll 182)
Applications are invited for the post of DEPUTY HEAD TEACHER at this village Primary School upon the promotion of the present holder. Applicants will be expected to make a major contribution in curriculum development and should state areas of particular interest in their application.
Forms and full details available (s.a.e. foolscap please) from the Head Teacher at the school in Valley Road, Barham, Near Canterbury.
HAMPTON COUNTY PRIMARY SCHOOL
Herne Bay
(Roll 250, including Partially Hearing Unit. Group 5)
DEPUTY HEAD TEACHER required for January 1982. Applications invited from suitably qualified and experienced teachers with a keen interest in curriculum development.
Further details and application forms from the Divisional Education Officer, 78 London Road, Canterbury, Kent. CT2 8LT (s.a.e. please). Completed forms to be returned by 24th July, 1981 at the latest.
Dover Division
WINGHAM COUNTY PRIMARY SCHOOL
Wingham, Canterbury (Group 4)
DEPUTY HEADTEACHER - Applications are invited from suitably qualified teachers for the post of Deputy Head of this Group 4 School commencing 1st January 1982.
Application forms and further details are obtainable from the Headteacher (s.a.e. please) to be returned by Monday 20th July 1981.
Maidstone Division
ST. PHILIPS C/E SCHOOL
Melville Road, Maidstone, ME15 7UT (Group 2).
Required September 1981/January 1982 DEPUTY HEAD. Preferably able to take MUSIC. Post to be with new entrants class.
Application forms from the Headmistress (s.a.e.). (16096) 011-80

LIVERPOOL
BISHOP GOSS RC JMI SCHOOL
(PD & SP)
Rose Place, Liverpool L3 3AN
DEPUTY HEADTEACHER
GROUP 3
£5820 - £8337
Required for September or as soon as possible thereafter.
Forms available from (SAE) & returnable to the Headteacher at the School quoting ref P & M 77(a) by 6th July. (15026) 011-80

LIVERPOOL
WALTON CE JM SCHOOL
Bedford Road, Liverpool L4 5PU
DEPUTY HEAD TEACHER
GROUP 3
£5820 - £8337
Required for September or as soon as possible thereafter.
Forms available from (SAE) & returnable to the Acting Director of Education, 14 Sir Thomas Street, Liverpool L1 3PU quoting ref P & M 78(a) by 6 July. (14892) 011-80

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PELSALL INFANT SCHOOL
School Lane, Pelsall, Walsall, WS3 4AP
DEPUTY HEAD TEACHER - GROUP 4
The post is tenable from September, 1981 if possible. Closing date 10th July, 1981.
Application forms are available on receipt of an s.a.e. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.
This Authority is an equal opportunity employer. (17955) 011-80

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PALFREY INFANT SCHOOL
Sun Street, Walsall, WS1 4LA
DEPUTY HEAD TEACHER
Group 5 required as soon as possible. Special responsibility for pastoral care of staff and children on split level site. Closing date: 10th July 1981.
Application forms are available on receipt of an s.a.e. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.
This Authority is an equal opportunity employer. (17954) 011-80

WEST SUSSEX
BURLEIGH FIRST SCHOOL
Hophurst Drive, Crawley Down, Crawley, Sussex
DEPUTY HEADTEACHER required January, 1982. Group 4.
Forms from Education Officer, Goffs Park House, Horsham Road, Crawley Sussex on receipt of s.a.e. (16057) 011-80

WILTSHIRE
CRUDWELL C.E. SCHOOL
Crudwell, Malmesbury, Wiltshire, SN16 9ER.
Group 3, N.O.R. 132
DEPUTY HEAD required from 1st January 1982, to teach Juniors.
Application form and further details (S.A.E. please) from and returnable to the Head Teacher by 6th July, 1981. (15297) 011-80

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Required for January 1982

Chase Lane Junior School
York Road, Chingford, London, E4.
Head Teacher: Mr D. Beven
Vacancy due to retirement of present postholder (Re-advertisement)

Deputy Head Teacher
Group 7
Salary: Burnham Deputy Head Teacher Group 7 (£9,279 to £10,368) plus Outer London Allowance.
Application forms and further particulars (please enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.
Closing date: 3rd July, 1981.

Longshaw Primary School
Longshaw Road, London E4 6LH.
Head Teacher: Mr D. J. Bookman, B.Sc.(Econ) M.A.(Ed)
Vacancy due to promotion of present postholder.

Deputy Head Teacher
Group 6
Salary: Burnham Deputy Head Teacher Group 6 (£8,784 to £9,846) plus Outer London Allowance of £498.
Application forms and further details (please enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Office, High Road, Leyton, London, E10 5QJ.
Closing date: 17th July 1981.
(16581)

Waltham Forest

Other Posts on Scale 2 and above

BARNET
LONDON BOROUGH OF
DOLLIS J.M. SCHOOL
Pursley Road, Mill Hill, NW7 2BU
(Roll 320)
Required for January, 1982 or earlier if possible. Experienced Class Teacher to be responsible for Boys' Games and the development of Physical Education and Outdoor Pursuits. Proven interest in Drama or Science would be useful. Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 10th July, 1981. (15047) 013-80

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
GREENLEYS COUNTY FIRST SCHOOL
Greenleys
EXPERIENCED TEACHER
Scale 1 with possibility of Scale 2 if you can undertake extra duties concerned with teaching Mathematics.
See under Primary Scale 1. (17969) 013-80

DORSET
SOUTHWELL COUNTY PRIMARY SCHOOL
Sweethill Lane, Portland
(Roll 310)
Experienced teacher of juniors (Scale 2) preferably with some Music and prepared to organise Junior Girls Games and PE, required from September 1981 or January 1982.
Application forms, returnable to the Headmistress as soon as possible from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap SAE). (15069) 013-80

HARINGEY
BOROUGH OF
ST. ANN'S (C.E.) J.M. & I. SCHOOL
Avenue Road, Tottenham, London, N.15 5JG
Junior teacher, (Committed Christian) required for September 1981. An interest in library and Girls' P.E. and Games an advantage. Scale 2 post would be available for a suitably qualified and experienced candidate. New school building.
London Allowance £759 payable. Removal expenses - 100% allowed in approved cases.
Application forms (s.a.e.) from the Chief Education Officer, Education Office, 48 - 62, Station Road, Wood Green, London, N.22., to be returned to the Head Teacher at the school by 10th July 1981. (15259) 013-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Canterbury Division
DIOCESAN AND PAYNE SMITH C.E. (AIDED) PRIMARY SCHOOL
Canterbury.
Required for January, 1982, an experienced teacher for older Infants (and/or possibly Juniors) to accept responsibility for Library and Language Development (Scale 2 post) at this Primary School.
The Governors wish to appoint a teacher who is sympathetic with the aims of this Church of England School.
Applications, giving full particulars and naming two referees, to the Head Teacher at the school in Broad Street, Canterbury.
DOVER DIVISION
ST. MARTIN'S COUNTY PRIMARY SCHOOL
Markland Road, Dover.
(Group 5)
Teacher for Upper Juniors required for September. Ability to assist with Boys' Games, Junior Science. Music an advantage but not essential.
Letters of application with full curriculum vitae to the Headmaster at the school with the names and addresses of two referees. Scale 2 post to suitable applicant.
TUNBRIDGE WELLS DIVISION
ST. AUGUSTINE'S R.C. JUNIOR SCHOOL
Wilman Road, Tunbridge Wells
Roll 230
Experienced teacher required from September 1981. Ability to offer boys games or science an advantage. Applicants should hold either the Catholic Teacher's Certificate or the Certificate in Religious Education.
A Scale 2 post would be available for a suitably qualified teacher.
Application forms from and returnable to the Headmaster at the school. (16097) 013-80

NEWHAM
LONDON BOROUGH OF
STAR JUNIOR SCHOOL
Star Lane, London E16 4NH.
Head Teacher: Mr. F.F. Howe
Number on roll: 203
CO-ORDINATOR OF MATHEMATICS Scale 3.
Required September 1981 or as soon as possible thereafter.
Experienced teacher to develop and co-ordinate mathematics throughout the school.
London Allowance: £759 plus Social Priority Allowance.
Application forms (s.a.e please) available from the Director of Education, to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (18818) 013-80

NEWHAM
LONDON BOROUGH OF
SHERINGHAM JUNIOR SCHOOL
Sheringham Avene, Manor Park, London, E.12.
Head Teacher: Ms. V.E. Thomas.
Number on roll: 356
TEACHER OF MATHEMATICS (with interest in boys' games) Scale 2.
Required September 1981 or as soon as possible thereafter.
London Allowance: £759
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by July 7th 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (18819) 013-80

NEWHAM
LONDON BOROUGH OF
MATHEMATICS SUPPORT TEAM
In-Service Education Centre, New City Road, London, E13.
TEACHER LEADER
MATHEMATICS SUPPORT TEAM.
Scale 4.
Required: September 1981 or as soon as possible thereafter.
An enthusiastic teacher to lead a team of five which gives support to teachers in schools and by in-service courses, over the full primary and lower secondary age range.
The Teacher-Leaders should be well qualified mathematically, preferably with experience in a senior post in junior schools, and in leading in-service courses. He/she will be responsible to the Principal Education Adviser. The vacancy occurs due to the present Leader, Mr. R.N. Graham, M.Ed., M.Sc., being appointed Mathematics Adviser in another authority.
London Allowance: £759.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (18816) 013-80

SUFFOLK
ST. JOSEPH'S R.C. V.A. PRIMARY SCHOOL
Beaconsfield Road, Sudbury
Age Range 5 - 9
No. on Roll 138
Experienced teacher required to teach 5 - 6 year olds, with special responsibility for Mathematics and Science. An interest in Music and Art/Craft is desirable. Practising Catholic preferred.
Forms of application and further details obtainable from the Headmistress (Stamped addressed foolscap envelope please). (16175) 013-80

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and is bordered by Epping Forest.
WOODSIDE JUNIOR SCHOOL
Wood Street, London, E17 3JX
Head Teacher: Mrs. J. Hole
REQUIRED FOR SEPTEMBER 1981, AN EXPERIENCED TEACHER to take a combined age range class of 1st/2nd years or 3rd/4th years. A commitment to liberal primary school practice is essential. A special interest and experience in at least one area of the curriculum is desirable.
BURNHAM SCALE 2 plus Social Priority Allowance and Outer London Allowance, available to suitable candidate.
Application forms (please enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.
Closing date 10th July 1981. (16164) 013-80

WILTSHIRE
AMESBURY C. of E. AIDED JUNIOR SCHOOL
School Road, Amesbury, Wiltshire.
Group 5, N.O.R. 260.
Required for January, 1982, experienced Teacher able to lead and influence his/her colleagues in a developing situation. Scale 2 post offered. Candidates should have expertise in Art Craft and Display or Environmental Studies. Help with girls' games would be an advantage. The successful candidates should be sympathetic with the teaching of the Church of England.
Written letters of application to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 3rd July. (S.A.E. please). (15501) 013-80

BEXLEY
BEXLEY LONDON BOROUGH
The Authority has a small number of permanent and temporary full-time and part-time vacancies for Primary trained teachers from the 1st September 1981. The closing date for applications is Monday, 6th July.
Requests for application forms (enclosing foolscap s.a.e.) to Principal Advisory Officer (T.6), Town Hall, Crayford, Kent, DA1 4EN. (15264) 015-80

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
GREENLEYS COUNTY FIRST SCHOOL
Greenleys
Required September 1981 an experienced teacher able to teach all first school age groups but initially to teach a class of 7 - 8 year old pupils in a shared teaching area for 2 classes. Scale 1.
A scale 2 post would be available for a successful candidate able to undertake extra duties concerned with the teaching of mathematics throughout the school.
Application by letter to the Headteacher, Mrs C Law, Greenleys County First School, Ardwell Lane, Greenleys, Milton Keynes MK12 6AT giving curriculum vitae and the names and addresses of two referees as soon as possible.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (17970) 015-80

CAMBRIDGESHIRE
HUNTINGDON AREA
THORNDOWN INFANT AND JUNIOR SCHOOLS
Hill Rise, St. Ives, Huntingdon, Cambs.
Required for September, experienced and lively teacher (Scale 1) for open plan infant school. Applicant must be prepared to teach 1st year Junior class for up to one year before joining the infant staff.
Application forms and further details from the Headteacher (s.a.e. please). (15334) 015-80

CAMBRIDGESHIRE
CAMBRIDGE AREA
There are a number of Scale 1 vacancies for EXPERIENCED Primary teachers available from September.
Please write for list and application form from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (s.a.e. please). (15336) 015-80

ESSEX
EASTWOOD HIGH SCHOOL FOR BOYS
Rayleigh Road, Eastwood, Leigh on Sea SS9 5UU
Tel: Southend on Sea 525358 & 528539
(Roll 750 - 100 in VIth)
GENERAL SUBJECTS TEACHER SCALE 1
Required September. General Subjects teacher (half timetable with First Year). Suit Junior/Middle trained probationer/Primary experienced teacher/adaptable Secondary specialist.
Letters of application to the Headteacher giving full curriculum vitae and giving two referees. (foolscap s.a.e. please). (15519) 015-80

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
JUNIOR MUSIC SCHOOL
REQUIRED AS SOON AS POSSIBLE, a string specialist and a Brass specialist are both required for the Junior Music School which meets on a Saturday morning. Candidates should have both professional and teaching experience and would be required to work with children within the age range of 8 to 15 who have shown some potential. The work would mainly involve ensemble and orchestral training but the opportunity to participate in other activities would also arise.
Letters of application giving details of training and experience should be sent in the first instance to the Music Adviser, Music Centre, Queens Road, London, E17 8QS (Tel: 01-521-2021). (16161) 015-80

WILTSHIRE
LUDGERSHALL, THE CASTLE COUNTY JUNIOR AND INFANTS SCHOOL
Short Street, Andover, Hampshire.
GROUP 6, N.O.R. 353
Required for September, 1981, Scale 1 Teacher for Second Year Juniors. Interest in Science an advantage.
Written letters of application to the Head Teacher as soon as possible, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees. (SAE please). (15509) 015-80

WILTSHIRE
FARLEY, ALL SAINTS C. OF E. CONTROLLED J & I SCHOOL
Salisbury, Wilts.
GROUP 1, N.O.R. 29
Scale 1 Teacher required for September, 1981 to teach General Subjects to 7 - 11 age range juniors. Able to offer Music essential. Interest in Rural Studies an advantage.
Written letters of application to the Head Teacher as soon as possible, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees. (S.A.E. please).
(NOTE: There is no bus service from Salisbury that adequately fits in with school times, i.e. the bus arrives at Farley before 8 a.m. and leaves Farley after 5p.m.) (15505) 015-80

WILTSHIRE
MINSTER C.E. CONTROLLED JUNIOR & INFANTS SCHOOL
5 Vicarage Street, Warminster BA12 8JG
N.O.R. 186
Infant Teacher required for September, 1981. Experience in vertical grouping an advantage. The Head requires a person with a lively and energetic personality.
Letters of application, training and experience and also the names and addresses of two referees by 10th July 1981. (15506) 015-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Gravesham Division
ST. BOTOLPH'S C.E. PRIMARY SCHOOL
Dover Road, Northfleet.
Required for September, 1981, an enthusiastic teacher for lower junior class in this Church of England (Aided) Primary School. Sympathy with Christian teaching essential. Interest in Maths, Science and Boys' Games would be an advantage.
Please send S.A.E. for further details and application forms.
Medway Division
LORDSWOOD C.P. JUNIOR SCHOOL
Lordswood Lane, Chatham, Kent.
Required for September, TWO teachers with progressive educational ideals and offering between them mainly MUSIC/P.E./DRAMA with possibly an interest in audio-visual equipment and/or BASIC computer programming.
Application forms and further details (S.A.E. please) from the Headmaster at the school.
Dover Division
ST. MARTIN'S COUNTY PRIMARY SCHOOL
Markland Road, Dover.
(Group 5)
Temporary Teacher for Infants in Vertically Grouped class for September. Music an advantage but not essential. Scale 1.
Letters of application to the Headmaster at the School with full curriculum vitae and the names and addresses of two referees.
SANDWICH JUNIOR SCHOOL
St. Bart's Road, Sandwich.
(Group 5)
Class teacher for Lower Juniors Music and/or Needlework an advantage. Scale 1 post.
Letters of application with full curriculum vitae to the Headmaster at the school with the names and addresses of two referees. Closing date 6.7.81.
Maidstone Division
MOLEHILL COPSE C.P. SCHOOL
Hereford Road, Maidstone.
Required September 1981/August 1982 Temporary Full-time Teacher for 1st/2nd Year Juniors. Interest in Music an advantage. Scale 1 post.
Applications from the Headmaster (S.A.E.)
BARMING CP SCHOOL
Belmont Close, Barming, Maidstone.
Required September 1981 Teacher to take 2nd year junior class and to assist with upper junior boys games. An ability to teach music would be an asset.
Application forms from the Headmaster (SAE) Scale 1.
Tunbridge Wells Division
ST. AUGUSTINE'S R.C. JUNIOR SCHOOL
Wilman Road, Tunbridge Wells.
Roll 230
Teacher required from September 1981, to teach Lower Juniors. Applicants should hold either the Catholic Teacher's Certificate or the Certificate in Religious Education.
Application forms from and returnable to the Headmaster at the School.
Shepway Division
GEORGE SPURGEN CP SCHOOL
Sidney Street, Folkestone, Kent CT19 6HG
Required for September 1981 a teacher of general subjects for lower juniors. This is a temporary appointment for 1 year in the first instance.
Application forms available from and returnable to the Acting Headmistress at the school.
Closing date 8th July 1981.
SALTWOOD C.E.P. (AIDED) SCHOOL
Saltwood, Hythe, Kent. CT21 4QS
Required for September 1981 a reception class infant teacher.
This appointment is initially for one year.
Applicants must be communicant Christians who are communicant members of the Church of England.
Applications including two copy references one of which should be from a clergyman, to the Rev. Canon G. L'Estrange, Saltwood Hythe, Kent CT21 4QA (S.A.E.).
Closing date 10th July 1981.
(15414) 015-80

WILTSHIRE
HORNINGSHAM COUNTY J & I SCHOOL
Church Street, Horningsham, Warminster BA12 7LW
GROUP 1: N.O.R. 34
Required for September, 1981 - Experienced Infant Teacher to take a small class of infants covering the whole infant age range. Ability to teach Music an advantage.
Written letters of application to the Head Teacher as soon as possible, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees. (S.A.E. please). (15504) 015-80

WILTSHIRE
LARKHILL COUNTY JUNIOR & INFANTS SCHOOL
Wilson Road, Larkhill, Salisbury, SP4 8QB
N.O.R. 380
Required for September, 1981, a Junior Teacher with particular skills and enthusiasm for P.E. and games.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees as soon as possible. (15503) 015-80

Scale 1 Posts

AVON COUNTY
ST. FRANCIS RC VA JM & I SCHOOL
Station Road, Nailsea, Bristol BS19 1PD.
Required from September, Junior teacher (Scale 1) in this new expanding school. Practising Catholic desirable. Candidates will be expected to have an open and adaptable nature and to be in accord with up-to-date methods in Mathematics and Language.
Letter of application to Headteacher immediately with full details of qualifications, experience and names of two referees, enclosing an S.A.E. (17573) 015-80

BERKSHIRE
ST. NICHOLAS C.E. SCHOOL
Enborne Road, Newbury, RG14 6AG
N.O.R. 357
Required September 1981 TEACHER FOR UPPER JUNIOR (Scale 1) Boys' games and P.E. with an interest in environmental studies.
Please apply to Headteacher (S.A.E.). Closing date 13 July. (17578) 015-80

Middle School Education

Headships

HAMPSHIRE
SOUTH EAST AREA
HAVANT, SHARPS COPSE MIDDLE SCHOOL
Applications are invited for the post of HEADMASTER at this Middle (8 - 12) School (Group 6) from 1st January 1982.
Application form and further details may be obtained from the Area Education Officer, 56a, East Street, Havant, PO9 1BT (s.a.e. please)
Closing date: 17th July. (16049) 030-80

LINCOLNSHIRE
LINCOLN BIRCHWOOD MIDDLE SCHOOL
HEADSHIP
BURNHAM GROUP 7
NOR 507
Applications are invited from suitably experienced teachers for the appointment as Headteacher of this school from January 1982.
Forms and further particulars are available from the Divisional Education Office, 4 Lincoln Road, Lincoln, on receipt of a SAE. Closing date 14 July (14378) 030-80

Deputy Headships Second Masters/ Mistresses

WARWICKSHIRE
QUEENS C.E. MIDDLE SCHOOL
Bentley Road, Nuneaton, CV11 5LR
DEPUTY HEAD
Required September 1981 or January 1982. Deputy Head Group 8 for this 8 - 12 Middle School (492 on roll). Candidates must be suitably qualified and experienced teachers able to give lead in curriculum and staff development. Successful candidate will have an opportunity to be involved in management of the school and the post involves contacts with parents and the community.
Application forms and further details available from Head at the School (SAE please) Closing date - 3 weeks after appearance of this advertisement. (17895) 021-80

Remedial Posts

Other Posts on Scale 2 and above

ISLE OF WIGHT
COUNTY COUNCIL
MAYFIELD CE (CONTROLLED) MIDDLE SCHOOL
St Vincent's Road, Ryde, Isle of Wight PO33 3PT
Age range 9 - 13 years: 275 on roll
HEAD OF DEPARTMENT (SCALE 3) SPECIAL EDUCATION
The person appointed will be responsible for educational guidance and counselling of fast and slow learning groups throughout the school. He/she will also be responsible for the selection and use of standardised tests, the resources for the groups and for liaison regarding referrals to specialists in the County Education Service.
This is a senior post and will include staff guidance, responsibilities as Head of House and school representative to the Parent and Community Association.
Application forms (SAE) from the Headteacher at the school, to whom they should be returned by 10 July 1981. (18897) 024-23

By Subject Classification

Art and Design

Heads of Department

MERTON
LONDON BOROUGH OF
EDUCATION COMMITTEE
WESTERN MIDDLE SCHOOL
Western Road, Mitcham, Surrey, CR4 3EB
Headteacher: Mr. A. M. S. Poole
Tel: 01-648 1450
Age Range: 9 - 13 years: No. on Roll: 332 pupils
Required for September 1981 a Scale 2 Head of Design.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. Closing date: As soon as possible. (17855) 025-22

Mathematics

BEDFORDSHIRE
SOUTHERN AREA
[illegible] MIDDLE SCHOOL
High Street, Dunstable, Beds.
Headmaster: Mr. R. Willis, B.A.
Required for September 1981, a teacher to assist in teaching of Mathematics in the 11 + and 12 year groups. Scale 1.
Application forms are obtainable from and returnable to the Headmaster at the school (s.a.e. please). (16306) 034-80

Modern Languages

WEST MIDLANDS
[illegible] PREPARATORY SCHOOL
A Teacher of French is required in January 1982, with the ability to teach the subject to the equivalent [illegible] standard, in this Independent [illegible] Middle School for Boys age [illegible]. Accommodation is available [illegible] person.
[illegible] appointment [illegible] Scale salary and [illegible] Scheme.
[illegible] Headmaster, Evers[illegible] School, 647 War[illegible], West Midlands. (16513) 035-80

Physical Education

Heads of Department

HARROW
EDUCATION COMMITTEE
GRANGE MIDDLE SCHOOL
Welbeck Road, Harrow, Middlesex, HA2 0RJ.
Tel. No: 01 422 5070
P.E. Coordinator. Scale 3 required for January 1982 or earlier if possible. Apart from general class teaching the post includes overall responsibility for all aspects of P.E. throughout the School and in particular Boys' Games. An interest in Outdoor Pursuits, Environmental Studies and Extra Curricular Activities will be helpful.
Application forms and further details from and to be returned to the Headteacher by 6th July.
Please enclose stamped addressed envelope. (15528) 037-22

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
BURGOYNE MIDDLE SCHOOL
Mill Lane, Potton, Sandy, Beds
Headmistress: Miss M C Gardner
Telephone: Potton 260034
Required for September 1981, a Teacher of Girls Games and P.E., Scale 1 with some class teaching.
Application forms and further details from the Headmistress, s.a.e. please. (15498) 037-80

BEDFORDSHIRE
NORTHERN AREA
ARNOLD MIDDLE SCHOOL
Hexton Road, Barton-Le-Clay, Beds.
Headmaster: Mr. A J Haigh
Telephone: Luton 881392.
Required for September 1981, a Teacher of Boys' P.E. and Games, Scale 1. An ability to teach English would be a distinct advantage.
Application forms and further details from the Headmaster, s.a.e. please. (15496) 037-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
LONGBENTON MIDDLE SCHOOL
Goathland Avenue, Longbenton, Newcastle upon Tyne, NE12 8LH
Headteacher: Mr. K.W. Harrison B.A.
Required for 1st September, 1981. Scale 1 TEACHER to lead and co-ordinate the teaching of PHYSICAL EDUCATION for boys and girls in this 9 - 13 Middle School. Applicants should state other curriculum strengths.
This is a re-advertisement and previous candidates will be considered.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, and should be returned to the Headteacher within 10 days of the appearance of this advertisement. (15148) 037-80

Technical Studies

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
STEPHENSON MEMORIAL MIDDLE SCHOOL
Howdon Lane, Wallsend, NE28 0AL
Headteacher: Miss V. Bruce.
Required for 1st September 1981 Scale 1 Teacher of TECHNICAL STUDIES/WORKSHOP CRAFTS with some General Subjects.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (15149) 043-80

Other than by Subject Classification

Other Posts on Scale 2 and above

MERTON
LONDON BOROUGH OF
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. MIDDLE SCHOOL
Grand Drive, London, SW20 9NA
Headteacher: Mr. J. Murphy
Tel: 01-540 4389
Age Range: 9 - 13 years
No. on Roll: 651 pupils
Required for September 1981/January 1982 a Third Year Leader (Scale 3). Applications invited from Catholic teachers.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17856) 045-23

WEST SUSSEX
IRENE AVENUE COUNTY MIDDLE SCHOOL
Irene Avenue, Lancing, Sussex
Scale 3 post for Spring Term 1982. Experienced, energetic Master/Mistress. Commitment to extra curricular activity is expected and to share in management decisions and work.
Apply to Headmaster (s.a.f.e.). (15510) 045-23

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
ASHTON MIDDLE SCHOOL
High Street, North, Dunstable, Beds.
Tel. 0582 - 63511
NOR 600 9 - 13
Required for September 1981, a class teacher for the 9 + age group, Scale 1, who will also have a responsibility in the Religious Education department. Work with older pupils is available in this subject. Communicant member of the Church of England preferred.
Application forms are obtainable from and returnable to the Head at the School (sae please). (15493) 045-80

HAMPSHIRE
ST. PAUL'S R.C. FIRST & MIDDLE SCHOOL
Bourne Road, Paulsgrove, Portsmouth, PO6 4JD
Catholic Aided 5 - 12 years
Required September Scale 1 Teacher for the Middle School. Duties to include instruction in the Catholic faith.
Application form and details available from the Headteacher and to be returned to him by 10th July. (15307) 045-80

HERTFORDSHIRE
CAMPIONS SCHOOL
Stapleton Road, Boreham Wood.
(9 - 13 years)
Head: Mr. C.J. Weeds.
Required for September: a lively and enthusiastic teacher (Scale 1) for GENERAL SUBJECTS - mainly with First years. The structure of the school is such that First year teachers spend approx. 90% of their time with their own classes. The ability to teach Music, Art or French would be an advantage.
Applications with names and addresses of two referees, to the Headmaster as soon as possible. (15975) 075-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
FRANKLEY, REASIDE MIDDLE SCHOOL
New Inns Road, Frankley, Rubery, Rednal, Birmingham
(8 - 12)
Required for September, 1981, two assistant teachers (Scale 1). Candidates will be expected to display a lively approach to all aspects of the curriculum.
1. Candidate able to offer Girls Games and P.E. and prepared to work in the 4th year team with a class of 11 + children. Ability to assist with music and mathematics would be an advantage.
2. Candidate able to offer Art and Boys Physical Education and prepared to work in the 3rd year team with a class of 10 + children. The ability to assist with Environmental Studies would be an advantage.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15438) 045-80

Secondary Education

Headships

LONDON
ADDEY AND STANHOPE SCHOOL
S.E. 14
Voluntary School Aided by the Inner London Education Authority
The Governors invite applications for the HEADSHIP which will be vacant from 1st January 1982, on the retirement of Mr. A. R. Jenkins, who has been Headmaster since January 1961.
The School was founded for boys and girls in 1715. There are 580 pupils on roll, an annual intake of 90, and a sixth form of over 100. The School began its evolution as a small comprehensive in 1977 and is developing sixth form cooperation with Deptford Green and other local schools.
Salary: Burnham Group 9 with Inner London Allowance.
Further information may be obtained from the Clerk to the Governors Addey and Stanhope School, 472 New Cross Road, London, S.E.14 Letters of application (no forms) with a summary of qualifications and experience and details of three referees, should reach the Clerk as soon as possible, but in any case not later than 1st. August 1981. (15002) 050-80

Deputy Headships Second Masters/ Mistresses

NORTHAMPTONSHIRE
CORBY KINGSWOOD SCHOOL
(Gainsborough Road, Corby, Northants, NN18 9NS)
Required for January 1982, a third party Deputy Head in this 11 - 18, 6 f.e. coeducational comprehensive school of 950 pupils - Group 11.
Kingswood is pleasantly situated on the outskirts of the town, and has a reputation for its young and committed staff, its relaxed atmosphere, and its innovatory educational practice.
Closing date for applications is 13th July. Interviews will take place in September.
Application forms and further particulars may be obtained from the Headmaster (s.a.e. please). (17984) 051-80

CALDERDALE
METROPOLITAN BOROUGH
RASTRICK GRAMMAR SCHOOL
(Boys)
Voluntary Aided - Group VIII
DEPUTY HEAD required for January 1982 owing to promotion of present holder of post.
Apply as soon as possible, by letter in the first instance, with two copy testimonials and names and addresses of two referees, to the Headmaster, Rastrick Grammar School, Ogden Lane, Rastrick, Brighouse, W. Yorkshire, HD6 3HG. (15069) 051-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE HOLY CROSS RC (AIDED) SECONDARY SCHOOL
Ramsgate Road, Broadstairs
GROUP 9 (ROLL 600 MIXED)
Required for January 1982 Deputy Head Teacher. The present holder has been promoted and the Governors will look for an experienced Graduate who is a practising Roman Catholic. This is a good opportunity for some with initiative and ambition.
Further details available from and applications with the names and addresses of two referees to the Headmaster. (15406) 051-80

NEWHAM
LONDON BOROUGH OF
SARAH BONNELL SCHOOL
Deanery Road, Stratford, London, E.15.
Head Teacher: Mrs. P.A. Thomas, Dip Ed.,
Number on roll: 1074
Second Deputy Head Teacher
Group 11
Required September 1981 as soon as possible.
Applications are invited from suitably qualified candidates with proven successful experience for the post of Second Deputy Head Teacher of this All Girls Comprehensive School. The nature of the duties required lie mainly in the area of pastoral care, but involvement in all aspects of school life e.g. curriculum development, careers etc will be expected of the successful candidate.
LONDON ALLOWANCE £759
Plus Social Priority Allowance.
Application forms/further particulars available (s.a.e. please) from the Director of Education to whom completed forms should be returned by 7th July 1981.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London, E15. 4BH. (18820) 051-80

BEDFORDSHIRE
NORTHERN AREA
ROBERT PEEL LOWER SCHOOL
Dapifer Drive, Sandy, Beds
Head: Mr J W E Stokes
Telephone: Sandy 81185
Required for January 1982, a Deputy Head, Group 5.
Application forms and further details from the Head, s.a.e. please. (15490) 051-80

Remedial Posts

Heads of Department

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON HIGH SCHOOL
Palace Road, Bedlington, NE22 7DS
Group 12. 13 - 18 Comprehensive 1240 pupils including 150 in Sixth Form.
Required January 1982, qualified teacher to be Head of Remedial Department (Scale 3). The School serves the area of Bedlingtonshire which lies between the Rivers Blyth and Wansbeck and has easy access to the beautiful countryside of Northumberland.
Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by sending a foolscap s.a.e. to the Headteacher, returnable by 10 July 1981. (15868) 054-52

Other Posts on Scale 2 and above

SUFFOLK
OLD WARREN HOUSE
Warren Road, Lowestoft.
Required for September, 1981 or as soon as possible thereafter, an experienced Teacher, Scale 2 for this Unit catering for pupils presenting difficulties beyond normal school resources, including school refusers, pupils disrupting their own education by ill-discipline and others requiring special assessment.
The successful applicant will be required to take responsibility for girls' discipline.
Application forms and further details available from the Advisory Teacher-in-Charge at the school concerned (stamped addressed envelope please) to whom they should be returned. (16174) 054-53

WEST GLAMORGAN
County Council

Applications are invited for the following posts in the Authority's service, to commence in September, 1981, or as soon as possible thereafter.

Teaching Vacancies

CENTRAL OFFICE APPOINTMENTS
(Director of Education, Princess House, Princess Way, Swansea).

Outdoor Education Teacher (Non-Residential)
Rhossili Outdoor Pursuits Centre, Rhossili, Gower.
A qualified teacher with experience in Outdoor Activities, preferably with qualifications in Mountaineering, rock climbing and sea canoeing, is required to assist the teacher-in-charge with pupil and teacher courses at the Rhossili Outdoor Pursuits Centre, Gower. The successful applicant will be expected to undertake a particular responsibility for the social aspect of girls courses in the residential situation at the Centre. In addition, the teacher may be required to take up duties at other centres within West Glamorgan as well as being available to staff courses outside the Authority. (SCALE 2). (Post ref. 1-9-81).

Ysgol Residential Special School,
Bryncoch, Neath.
An ASSISTANT TEACHER is required for this Co-educational school, Group 6S, catering for E.S.N.(M) pupils aged 7-16 plus. A scale 2 post may be given to a candidate who can specialise in Physical Education, Outdoor Pursuits and Drama and perform a maximum of 15 hours extraneous duties per week for which an additional payment of £1,693 per annum will be made. A qualification and/or experience in Special Education is desirable. (Post ref. 2-9-81).

Mayals Primary School, Fairwood Road, West Cross, Swansea.
(MIXED) (238 on roll) (Age range 7-11 years).
A suitably qualified and experienced Primary Teacher is required to be responsible for the teaching of MUSIC throughout the Primary age range. (SCALE 2). (Post ref. 7-9-81).

SWANSEA DISTRICT APPOINTMENTS
(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

Bishop Gore Comprehensive School, De-la-Beche Road, Sketty, Swansea.
(MIXED) (1,784 on roll) (Age range 11-18 years).
A suitably qualified teacher of GENERAL SCIENCE is required to teach across the age and ability ranges. An interest in the integrated science approach would be advantageous.
(SCALE 1). (Post ref. 3-9-81).

Cefn Hengoed Comprehensive School, Caldicot Road, Winch Wen, Swansea.
(MIXED) (1,600 on roll) (Age range 11-18 years). This is a Social Priority School.
A suitably qualified teacher of HOME ECONOMICS and NEEDLEWORK is required. (SCALE 1) (Post ref. 4-9-81).

Brynhyfryd Junior School, Llangyfelach Road, Brynhyfryd, Swansea.
(MIXED) (324 on roll) (Age range 7-11 years).
A suitably qualified and experienced teacher is required as Co-ordinator of work for certain aspects of Language Development/Drama in the lower school. The ability to teach Music, Science or Games would be an advantage. (SCALE 2) (Post ref. 5-9-81).

Pentrechwyth Primary School, Pentrechwyth Road, Pentrechwyth, Swansea.
(MIXED) (160 on roll) (Age range 3-11 years).
A suitably qualified teacher is required for the junior department, with the ability to teach MUSIC (SCALE 1) (Post ref. 6-9-81).

NEATH DISTRICT APPOINTMENTS
(District Education Officer, Neath District Education Office, Cadoxton Road, Neath).

Cwrt Sart Comprehensive School, Briton Ferry, Neath.
(MIXED) (820 on roll) (Age range 11-16 years).
A teacher is required to teach PHYSICS to 'O' level, GENERAL SCIENCE and some lower school MATHEMATICS. The ability to teach 'O' level Computer Science would be useful. (SCALE 1). (Post ref. 8-9-81).

Cefn Saeson Comprehensive School, Cimla, Neath.
(MIXED) (900 on roll) (Age range 11-16 years).
(i) A teacher is required to teach GIRLS' P.E. and GAMES and some NEEDLEWORK. (SCALE 1). (Post ref. 9-9-81).
(ii) A teacher is required to teach GEOGRAPHY to 'O' and C.S.E. level. The ability to teach some HISTORY would be desirable. (SCALE 1). (Post ref. 10-9-81).

AFAN DISTRICT APPOINTMENTS
(Districts Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot).

St. Joseph's R.C. Comprehensive School,
Newton Avenue, Port Talbot.
(MIXED) (831 on roll) (Age 11-18 years).
An experienced honours graduate in PHYSICS is required with a successful record of teaching the subject to 'A' level, to be HEAD OF THE PHYSICS DEPARTMENT. This post offers the opportunity of contributing to the development of new science courses. (SCALE 3). (Post ref. 11-9-81).

Dyffryn Comprehensive School, Bertha Road, Margam, Port Talbot.
(MIXED) (1,200 on roll) (Age range 11-18 years).
A qualified teacher of SCIENCE and MATHEMATICS is required. (SCALE 1). (Post ref. 12-9-81).

Application forms and further particulars of the above posts are available from the appropriate office shown, whether Central or District. Applicants are requested to forward a stamped addressed envelope, quoting the post reference number.

The CLOSING DATE for the receipt of completed application forms is THURSDAY, 9th JULY, 1981.

John Beale,
Director of Education
TESC45

Somerset

WESTFIELD SCHOOL
YEOVIL

HEAD

For this 11-16 mixed comprehensive school, 900 on roll.
Appointment to commence January 1982.

Salary: Group 10.

Application form and details (SAE) from Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 13th July 1981.

TES060

DEPUTY HEADTEACHER

GROUP 8

£9753+£270(2)+£276 +£273 = £10,842

St. Bonaventure's RC Secondary School (Mixed)
Cedar Road, Liverpool L9 9AF

Required for September or as soon as possible thereafter.
Estimated number on roll from September, 434 pupils.
Forms available from (SAE) the Headteacher at the School returnable to Father P. A. Kelly, Blessed Sacrament Presbytery, 9 Park Vale Rd., Liverpool L9 2DG by 6 July quoting ref P&M 1069(b).

TES060

City of Liverpool

WILTSHIRE — COMPREHENSIVE SCHOOLS
Hardenhuish School, Chippenham

Group 12

Appointment of Head Teacher

Re-advertisement

This Headship of this 11-18 school with 1,080 pupils on roll becomes vacant on 31st August, 1981. It is hoped to fill the post permanently from 1st January, 1982. The school, which serves a large area of Chippenham and surrounding villages is located on an extensive and attractive campus. Applicants should have the experience, ability and enthusiasm necessary to lead a large 11-18 comprehensive school. Previous applicants need not reapply as their applications will be considered.

Application form and further details (s.a.e. please) from and returnable to the Chief Education Officer, County Hall, Trowbridge, Wilts, BA14 8JB by 13th July, 1981.

TES060

Leicestershire

QUORN, THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
(A Leicestershire Plan 14-18 Upper School and Community College)

PRINCIPAL

GROUP 13
(Plus Community Allowance of £1789 p.a.)

Principal required January, 1982, for this well-established co-educational school and community college of approximately 1180 school students. The post offers excellent opportunities for someone with vision and energy, a concern for the educational needs of the individual student and of the local community, and appropriate secondary school experience at a senior level. Vacancy on retirement.

Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 7th July, 1981.

TES060

SECONDARY REMEDIAL SCALE 2 POSTS
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD NEWS
THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
No. on roll: 1150 approx.
Vacancy:
HEAD OF REMEDIAL DEPARTMENT Scale 3 post
Excellent facilities available. At present Remedial work is carried out on a withdrawal basis.
Applications to the Headmaster with curriculum vitae and names and addresses of two referees (15402) 054-55

Scale 1 Posts

BEDFORDSHIRE

COUNTY COUNCIL
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: Mr. F Ruthton
Tel: Bedford 64351
13 - 18 Upper School (6th form 170)
Required for September 1981 a General Studies Teacher Scale 1, to join an established team striving general studies/low learner department, experience of, or training in the teaching of basic arithmetic and English and a lively interest in pupils with learning problems is desirable.
Application form and further details from the Headmaster, s.a.e. please. (15492) 054-60

LEICESTERSHIRE

RUSHEY MEAD SCHOOL
Melton Road, Leicester.
Comprehensive 11 - 16
Roll 1231
REMEDIAL
Scale one
Required August, teacher of remedial education.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15435) 054-60

EALING

LONDON BOROUGH
Education Service
FEATHERSTONE HIGH SCHOOL
Western Road, Southall, Middlesex UB2 5HF
Required for September 1981, a teacher of Remedial Studies (Scale 1). The successful candidate will be a member of the Faculty of Compensatory Education and will have the opportunity of working with pupils coming from a variety of ethnic backgrounds. Skills in teaching basic concepts and communication and numeracy are required.
Applications from newly qualified teachers are welcome.
London Weighting £759 plus Social Priority Allowance. Re-location expenses may be available.
Application forms from the Head Teacher at the School (SAE) please. (15113) 054-60

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SWANSCOMBE SECONDARY SCHOOL
Swanscombe Street, Swanscombe DA10 0BQ
Remedial teacher with some Lower School Science required from August Term or Primary Allowance £813. The school is a High School, ages 11 - 16, situated within Kent Thames-side Scheme of secondary organisation with comprehensive intake into Lower School.
Apply by letter with full curriculum vitae, names, and addresses of two referees and two s.a.e.'s. (15403). 054-60

By Subject Classification

Art and Design

Heads of Department

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham, RG11 3DD
H.O.D. 1500
Required for January 1982 HEAD OF ART DEPARTMENT (Scale 3).
Application form and full details from The Principal. (17872) 055-35

EDUCATION

APPOINTMENT OF HEADTEACHERS

Qualified teachers are invited to apply for appointment as Headteacher of the following schools. The vacancies are created by the retirement of the present Headteachers.

MARGARET GLEN-BOTT COMPREHENSIVE SCHOOL,
Sutton Passeys, Crescent,
Wollaton Park, Nottingham
Salary Group: 10. Number on roll: 699 (11-16).
Vacant: 1st September, 1981.

BERRY HILL MIDDLE SCHOOL,
Black Scotch Lane, Mansfield, Nottinghamshire
Salary Group: 6. Number on roll: 398 (9-13).
Vacant: 1st September, 1981.

Application forms and further details for both posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP. Closing Date: 19th July, 1981. TES060

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

NORFOLK COUNTY COUNCIL

EDUCATION DEPARTMENT

HEADS

required for

ELLINGHAM Voluntary Controlled Primary School, Near Downham Market (Group 1; 5-11 age range).
Re-Advertisement
(Previous applicants should indicate if they wish to re-apply).
Application forms and further details from the COUNTY EDUCATION OFFICER COUNTY HALL, NORWICH NR1 2DL.

DEPUTY HEADS

for

ANGEL ROAD FIRST SCHOOL Norwich (Group 5; 5-8 age range).
Application forms and further details from the AREA EDUCATION OFFICER, 28, ST. GILES STREET, NORWICH NR2 1LG.

HERMAN JUNIOR (to become MIDDLE) SCHOOL, Great Yarmouth (Group 4).
Application forms and further details from the AREA EDUCATION OFFICER, 22, BUSTON ROAD, GREAT YARMOUTH, NR30 1DZ.

HEACHAM County Middle SCHOOL, Near King's Lynn (Group 4; 9-12 age range).
Application forms and further details from the AREA EDUCATION OFFICER, ST. MARGARET'S HOUSE, KING'S LYNN PE30 5DR.

Stamped addressed foolscap envelope required in all cases.
Removal expenses payable in accordance with the Authority's scheme.
CLOSING DATE FOR ALL APPLICATIONS — 14th JULY.

Leicestershire

LOUGHBOROUGH, DE LISLE R.C. (AIDED) COMPREHENSIVE SCHOOL
Thorpe Hill, Loughborough, LE11 0SQ
(Mixed Comprehensive 11-18)

GROUP 10 HEADSHIP

Applications invited from practising members of the Roman Catholic faith for the post of HEADMASTER/HEADMISTRESS, required January, for this well-provided, co-educational secondary school (estimated roll 1,060). The post offers fine opportunities for someone with enthusiasm, ideas, and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual student. Vacancy on retirement.

Details on request (SAE).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 16th July.

TES060

SHROPSHIRE
EDUCATION COMMITTEE

STIRCHLEY UPPER SCHOOL
DISTRICT CENTRE, STIRCHLEY,
TELFORD TF3 1FA
(13-18 COMPREHENSIVE 850 ROLL — 1100)

Headmaster: Mr. D. Lewis

Deputy Head
(Group 11)

Required for January, 1982, owing to the promotion of present holder to H.M.I. Responsibilities will be linked with curriculum and administration.
Application forms and further details from the Headmaster (SAE) to whom when completed they should be returned.

TES061

Shropshire County Council

Cambridgeshire
Cambridge Area
WITCHFORD VILLAGE COLLEGE

WARDEN

This post becomes vacant on 1st January, 1982 on the retirement of the present Warden.

The Village College provides a comprehensive school for pupils aged 11-16 and a centre for community education for which the Warden is paid an additional allowance (currently £1620). The School (Burnham Group 9) is in pleasant rural surroundings 3 miles from Ely.

Further details and application forms may be obtained from the Senior Area Education Officer, Shire Hall, Gloucester Street, Cambridge CB3 0AP (large S.A.E. please). Closing date for applications 6th July 1981.

TES059

ARCHBISHOP WILLIAMS R.C. SCHOOL
East Meadway, Tile Cross B33 0AR

Group 10; 11-18 Comprehensive; 850 on roll; 40 in Sixth.

Applications are invited from practising Roman Catholic teachers for the

HEADSHIP

of the above school to commence in January, 1982.

Candidates are expected to have experience in school management and curriculum development and an awareness of recent developments in Catholic Religious Education.

School is situated in a residential area on the eastern outskirts of the City.

Application forms and further information are obtainable from the Correspondent Governor, Rev. U. Moinemey, Our Lady's Presbytery, East Meadway, Tile Cross B33 0AU, to whom they must be returned by 13.7.81.

There is a scheme for assistance with removal expenses.

TES060

BIRMINGHAM CITY COUNCIL

SECONDARY ART & DESIGN
continued

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
HARLINGTON UPPER SCHOOL
Sewell End Road, Harlington, Beds
Headmaster: N. B. Lister
Telephone: Harlington 4350 (5 lines)
Group 11/1 015 on roll
Required for September 1981, a teacher of Craft Scale 1, capable of teaching a wide range of practical subjects to CSE and 'O' level, and 'A' level examinations. Candidates should also be able to offer Scale 1 responsibility in addition to their specialist subject.
Application forms and further details from the Head, s.a.e. please. (15481) 055-80

BRADFORD

CITY OF
METROPOLITAN DISTRICT
COUNCIL
CARLTON-BOLLING SCHOOL
Required for September 1981, at Scale 1, 18 co-educational, comprehensive school (1,800 pupils) teacher of Art and Craft. Craft Candidates should be able to teach Craft with subject to 'O' level, two-thirds of the time-table being Art and one-third being Craft. This is a temporary (one year) post.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Bradford 1. to be returned NOT LATER than 10th July 1981, and should be returned to the Headteacher, Carlton-Bolling School, Undercliffe Lane, Bradford, BD2 3DD, by 13th July 1981.
Reference: ST 367617/TES (16661) 055-80

HAMPSHIRE

ST. ANNES CONVENT SCHOOL (AIDED)
Shirley Road, Southampton, SO9 1PE
11 - 18 Girls Comprehensive NOR 1000
Required for September Scale 1 - 2 for Assistant to Head of Art Craft History of Art and some Pottery essential Geography to 'Ond and 'A' level.
Apply by letter with S.A.E. to Head with curriculum vitae and names of two educational referees by 1st July. (16054) 055-80

HARROW

EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex
Tel. No. 01-428 4330
Applications are invited for a part-time teaching post to assist in the Art Department, for September 1981. The appointment would be for two days per week - Thursday and Friday.
Applicants should have specialised in Art teaching, and be taking or wishing to take 'O' level standard.
Please apply to Headteacher as soon as possible giving full curriculum vitae. Please enclose stamped addressed envelope. (15389) 055-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

MALVERN, THE DYSON PERRINS C.E. HIGH SCHOOL
Yates Way West, Malvern, Worcs. WR14 1EJ
(11 - 18)
Required for September, 1981, Assistant Teacher (Scale 1) Art with specialisation in Craft. Pottery to be taken to 'O' and 'A' level. An interest in some subject would be an advantage. Courses are established to C.S.E., Art and Craft, Pottery, fabric printing, photography and drawing and painting, and Art, Art and Craft and Pottery are taken in Art and Craft.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E. (15446) 055-80

HERTFORDSHIRE

COUNTY COUNCIL
BOREHAM WOOD HIGH SCHOOL
Elstree Road, Elstree, Herts, WD6 3BT
Required September 1981, specialist in Art (throughout the school) to 'O' and 'A' levels. A specialist in 'A' levels to teach HISTORY OF ART would be welcome.
Applications in writing to the Headmaster, with full curriculum vitae and names and addresses of two referees. (15841) 055-80

HOUNSLOW

LONDON BOROUGH OF
EDUCATION COMMITTEE
Civic Centre, Hampton Road, Hounslow TW3 4DN
HOLLOW MEAD SCHOOL
Hollow Road, Hounslow
Present NOR 1450 pupils, rising to 1,650 pupils.
TEACHER (M/F) Art
Required for SEPTEMBER 1981 for [illegible] opportunity for a well-qualified teacher to work in a purpose-built, semi-open-plan, 11-16 Upper School in the Faculty of Art, Craft & Technology.
Experience is required, preferably in a 'Middle' School, to teach pupils aged 9 to 13 and able to make a contribution to [illegible] Applications to the Head [illegible] Application forms [illegible] Please state your supporting [illegible] examined [illegible] Please give [illegible] to be submitted [illegible] The date [illegible] 055-80

LONDON

[illegible] Education Committee
[illegible] Secondary School
[illegible] Road, Twickenham TW2 7PT
[illegible] 11 - 18
[illegible] TEACHER required [illegible] Scale 1 [illegible] to school [illegible] Teaching accessories [illegible] Application [illegible] (15993) 055-80

NEWHAM

LONDON BOROUGH OF
EAST HAM COLLEGE
Barking Road, London E6 2RS
Head Teacher: Mr. A. Gilbert, B.A., M.Ed.
Number on roll: 1900
GENERAL TEACHER OF ART - Scale 1
Required September 1981. Appointment for one year only in the first instance.
London is a large, friendly comprehensive of over 45 acres site.
London Allowance: £759.
Application forms (S.a.e. please) available from the Head Teacher to whom completed forms should be returned by 14th July, 1981.
Further details from Education Officer, Broadway, Stratford, London E15 4BW. (17685) 055-80

NORTH YORKSHIRE

COUNTY COUNCIL
THE WENSLEYDALE SCHOOL
Leyburn
(4 form entry 11 - 18 comprehensive)
Required for September, 1981, on creation of capacity for CSE YEAR ONLY, a temporary, qualified teacher to join the Art Department. Scale 3.
Share in examination work will be available.
Application by letter with curriculum vitae and two referees to the Headmaster, The Wensleydale School, Richmond Road, Leyburn DL8 5AY as soon as possible. (17881) 055-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell, Nottingham NG6 8AA
Mixed: 1905 (11 - 16)
Headmaster: E. R. Turrent, M.Ed.
Applications are invited from suitably qualified teachers for the following post:-
For September, teacher (Scale 1) of Art to teach up to 'O' level. An interest in screen printing essential.
Applications (no forms) to the Headmaster, with names of two referees: as soon as possible. (17987) 055-80

Classics

Scale 1 Posts

DYFED

COUNTY COUNCIL
EDUCATION COMMITTEE
TARKEN HILLWARD
COMPREHENSIVE SCHOOL
Haverfordwest
(1050 pupils)
Headteacher: Mr. [illegible]
Required for 1st September 1981 or January 1982 as Mobile Specialist Teacher of Latin, Scale 1. The person appointed will teach Latin throughout the school. Since, in the nature of the post this is a full time commitment, please state your supporting [illegible] your application.
Application in writing direct to the Headmaster at the School, giving [illegible] and the names and addresses of two referees.
Closing Date 8th July, 1981.
Canvassing, directly or indirectly will disqualify.
Further [illegible] Director of Education, Education Department, County Hall, Carmarthen. Dyfed (18466) 056-80

LINCOLNSHIRE

NORTH WYKEHAM NORTH
SECONDARY SCHOOL
PART-TIME ASSISTANT TEACHER OF FURNHAM SCALE
NOR 1150
Required from September 1981, part-time period of Latin with some French, for approximately half the school week. Latin to range of small groups of pupils to 'O' level and 'A' level standards and French to all levels.
Apply for details and SAE to the North Wykeham School, Moor Lane, North Wykeham, Lincoln LN6 9AG. Closing date 14 July 1981. (16379) 056-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE CHARLES DICKENS COUNTY SECONDARY SCHOOL
Broadstairs Road, Broadstairs, Kent.
(Roll 800 Mixed)
Required January '82 Teacher of Art to CSE and 'O' level standard in a non selective secondary school. Candidates should offer subsidiary subjects offered.
Scale 3 available to suitable applicants.
Particulars of the post available from, and applications with the names and addresses of two referees to, the Headmaster.
HARTSDOWN COUNTY SECONDARY SCHOOL
Margate, Kent
(Roll 900 Mixed)
Required for September 1981, a teacher of Craft Scale 1, capable of teaching craftwork in metal and other materials. The post would suit a teacher qualified in metal-work, silversmith and jewellery, or similar. Some 'A' level work and CSE and GCE 'O' level work within the Department.
Application forms with the names and addresses of two referees to the Headmaster. (15478) 055-80

LEICESTERSHIRE

GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester
In the Leicestershire plan for the organisation of secondary education 14 - 18
Roll 1400
DESIGN - SCALE ONE
Required August, teacher to join the existing Design Department, which is in the process of changing to be geared to the teaching of Design, Craft and Technology. Consequently applicant will be expected to offer a broad and balanced approach to the presentation of Design to all ability levels.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15417) 055-80

NEWHAM

LONDON BOROUGH OF
EAST HAM COLLEGE
Barking Road, London E6 2RS
Head Teacher: Mr. A. Gilbert, B.A., M.Ed.
Number on roll: 1900
GENERAL TEACHER OF ART - Scale 1
Required September 1981. Appointment for one year only in the first instance.
London is a large, friendly comprehensive of over 45 acres site.
London Allowance: £759.
Application forms (S.a.e. please) available from the Head Teacher to whom completed forms should be returned by 14th July, 1981.
Further details from Education Officer, Broadway, Stratford, London E15 4BW. (17685) 055-80

NORTH YORKSHIRE

COUNTY COUNCIL
THE WENSLEYDALE SCHOOL
Leyburn
(4 form entry 11 - 18 comprehensive)
Required for September, 1981, on creation of capacity for CSE YEAR ONLY, a temporary, qualified teacher to join the Art Department. Scale 3.
Share in examination work will be available.
Application by letter with curriculum vitae and two referees to the Headmaster, The Wensleydale School, Richmond Road, Leyburn DL8 5AY as soon as possible. (17881) 055-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell, Nottingham NG6 8AA
Mixed: 1905 (11 - 16)
Headmaster: E. R. Turrent, M.Ed.
Applications are invited from suitably qualified teachers for the following post:-
For September, teacher (Scale 1) of Art to teach up to 'O' level. An interest in screen printing essential.
Applications (no forms) to the Headmaster, with names of two referees: as soon as possible. (17987) 055-80

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated —
Closing date for receipt of applications is 10th July, 1981.
In respect of Headships, Deputy Headships and posts of Second Master/Mistress in all schools, and other posts in Middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

SPECIAL SCHOOLS
SCALE 1 POST

S.775 **EASTFIELD SPECIAL SCHOOL** (No. on roll: 65: 3-18 years)
Moorlands Lane, Woodlesford, Leeds, LS26 8RY
Acting Head Teacher: Mrs. A. Turner
Telephone: 823434
Required for September, 1981; teacher to work in the Main School with a group of mentally handicapped children aged 10-13 years.

MIDDLE SCHOOLS
SCALE 3 POST

W.776 **SANDFORD MIDDLE SCHOOL** (No. on roll: 440: 9-13 years)
Landseer Mount, Leeds LS13 2QZ
Head Teacher: Mrs. J. M. Kilwood, B.A.
Telephone: 755708
Required for September, 1981, or January, 1982: Year Leader to be responsible for pastoral care, curriculum oversight and discipline to the Third Year. Applications particularly welcome from Science specialists, prepared to be responsible for Science throughout the school, and to participate fully in all aspects of school life. S.P.S. Allowance payable.

SCALE 2 POST

W.777 **SANDFORD MIDDLE SCHOOL** (No. on roll: 440: 9-13 years)
Landseer Mount, Leeds, LS13 2QZ
Head Teacher: Mrs. J. M. Kilwood, B.A.
Telephone: 755708
Required for September, 1981, or January, 1982; teacher to be in charge of Home Economics and to work mainly with mixed groups in the Third and Fourth Years. Candidates should be prepared to participate fully in school life. S.P.S. Allowance payable.

SCALE 1 POSTS

ALL SAINTS' C OF E (AIDED) MIDDLE SCHOOL (No. on roll: 260: 9-13 years)
Cross Ayscough Mount, Leeds LS9 9AD
Head Teacher: Mr. N. J. Martin
Telephone: 483014
Required for September, 1981: General Subjects teacher, for work mainly in the upper part of the school, with interest in Boys' Games and/or the ability to play piano.

E.779 Required for September, 1981: teacher of French throughout the school, with some General Subject teaching mainly in the Second Year.
Application is sought from Communicant Members of the Church of England, returnable to the Chairman of the Governors, c/o the school.

N.W.780 **BLENHEIM MIDDLE SCHOOL** (No. on roll: 263: 9-13 years)
Crowther Place, Leeds, LS6 2ET
Head Teacher: Miss T. Lewis
Telephone: 451580
Required for September, 1981, or as soon as possible thereafter: teacher to work with slow learning pupils and to co-ordinate remedial education within the school. S.P.S. Allowance.

S.781 **CROSS FLATTS PARK MIDDLE SCHOOL** (No. on roll: 386: 9-13 years)
Harlech Road, Leeds LS11 7DG
Head Teacher: Mr. T. D. Frost, B.Sc. (Econ.)
Telephone: 710734
Required for September, 1981: teacher for Home Economics throughout the school, and to teach General Subjects mainly in the 11-13 age range.

N.E.782 **ELMHURST MIDDLE SCHOOL** (No. on roll: 280: 9-13 years)
Newton Road, Leeds LS7 4HE
Head Teacher: Mrs. G. M. Paul
Telephone: 624282
Required for September, 1981: enthusiastic teacher of General Subjects with special interest in Remedial Education in a multi-ethnic area. S.P.S. Allowance payable.

W.783 **GREENHILL MIDDLE SCHOOL** (No. on roll: 430: 9-13 years)
Gamble Hill Drive, Leeds LS13 4JJ
Head Teacher: Mr. S. Bateson
Telephone: 631271
Required for September, 1981: teacher of General Subjects. Please state interest and specialisms.

E.784 **OSMONDTHORPE MIDDLE SCHOOL** (No. on roll: 302: 9-13 years)
Wykebeck Mount, Leeds LS9 0DF
Head Teacher: Mrs. M. Stead
Telephone: 483068
Required for September, 1981: teacher of French to develop small but enthusiastic department. Please state other subjects.

N.W.785 **ROYAL PARK MIDDLE SCHOOL** (No. on roll: 450: 9-13 years)
Queen's Road, Leeds LS6 1NY
Head Teacher: Mr. D. Thomson
Telephone: 756123
Required for September, 1981, or as soon as possible thereafter: teacher for General Subjects and to take a special interest in Girls' Games, Mathematics and Science. S.P.S. Allowance payable.

E.786 **ST. PETER'S C. OF E. MIDDLE SCHOOL** (No. on roll: 301: 9-13 years)
Cromwell Street, Leeds LS9 7BG
Head Teacher: Mrs. K. M. Taylor
Telephone: 491400
Required for September, 1981: General Subjects teacher who can take Home Studies. Further details available from Head Teacher. Applications should be sent to the Clerk to the Governors, c/o the school.

N.W.787 **VERPER GATE MIDDLE SCHOOL** (No. on roll: 338: 9-13 years)
Cragside Walk, Leeds LS5 3QE
Head Teacher: Mr. J. F. Reynolds
Telephone: 587727
Required for September, 1981: experienced teacher for Third Year (11 +) class, general subjects, with ability to play piano, and organise music throughout the school.

HIGH/SECONDARY SCHOOLS
SECOND MASTER/MISTRESS (Group 10)

E.788 **PRIMROSE HILL HIGH SCHOOL** (No. on roll: 476: 13-18 years)
Hill Street, Leeds LS9 7NL
Head Teacher: Mr. J. M. Ayling
Telephone: 456818
Required for January, 1982: experienced teacher to join the Senior Management team of this inner-city multi-ethnic High School. Special responsibilities will involve teaching careers and vocational guidance to the Fourth and Fifth Years and acting as Academic Tutor to a year group. Full details available from Director of Education.

SCALE 4 POST

E.789 **PRIMROSE HILL HIGH SCHOOL** (No. on roll: 476: 13-18 years)
Hill Street, Leeds, LS9 7NL
Head Teacher: Mr. J. M. Ayling
Telephone: 456818
Required for September, 1981: Head of Drama to continue a recent tradition of excellence and prominent drama in this social priority multi-ethnic inner-city school. The ability to develop educational dance advantageous. A working knowledge of drama technical equipment desirable and ability to teach the subject to 'A' level essential. Further information may be obtained from the Head Teacher.

SCALE 3 POSTS

E.790 **JOHN SMEATON HIGH SCHOOL** (No. on roll: 1,190: 13-18 years)
Smeaton Approach, Leeds LS13 3TA
Head Teacher: Mr. T. G. B. Howe, M.C.
Telephone: 644231
Required for January, 1982, or earlier if possible: a teacher of English, to work mainly at all levels for mainstream classes.
Required for September, 1981: teacher of Science, preferably Physics, to work mainly at all levels for mainstream classes.
Required for September, 1981: teacher of Science, preferably Chemistry, to work mainly at all levels for mainstream classes.

E.791 **LAWNSWOOD SCHOOL** (No. on roll: 1,136: 13-18 years)
Ring Road, West Park, Leeds LS16 5AU
Head Teacher: Mr. J. Pollard, M.A. (Cantab.)
Telephone: 782319
Required for September, 1981, or as soon as possible thereafter: experienced Head of Home Economics; the Department offers courses in Domestic Science, Needlework and Child Care in the Fourth and Fifth Years as well as a foundation course in Year 3. An enthusiastic and imaginative teacher is sought to head a department housed in modern well equipped accommodation.

PRIMROSE HILL HIGH SCHOOL (No. on roll: 476: 13-18 years)
Hill Street, Leeds LS9 7NL
Head Teacher: Mr. J. M. Ayling
Telephone: 456818

E.792 Required for September, 1981, or as soon as possible thereafter: Head of Biology, to take part in a wide range of curriculum development being undertaken at present in the department, especially of integrated science courses for Third Year pupils and the lowable. An ability to teach a second science (preferably Chemistry) to 'O' level advantageous.

E.793 Required for September, 1981, or as soon as possible thereafter: teacher to act as co-ordinator of Humanities (French, History, Geography, European Studies) teaching mainly to Fourth Year pupils but willing to assist in one or more other subject areas.

SCALE 2 POSTS

E.794 **AGNES STEWART C. OF E. HIGH SCHOOL** (No. on roll: 680: 13-18 years)
Cromwell Street, Leeds LS9 7BG
Head Teacher: Mr. G. S. Ramsay, B.A.
Telephone: 481184, 483434
Required for September, 1981, or as soon as possible thereafter qualified teacher of Religious Education to be second in the R.I. Department with special responsibility for Christian Service.

W.795 **HOLGATE HIGH SCHOOL** (No. on roll: 500: 13-18 years)
Hough Top, Leeds LS13 4QP
Head Teacher: Mr. R. Thompson, B.A.
Telephone: 576577
Required for September, 1981: well qualified and experienced teacher to take charge of the School Library and to teach English. Willingness to assist with extra-curricular activities also necessary.

W.796 **INTAKE HIGH SCHOOL** (No. on roll: 427: 13-18 years)
Calverley Lane, Leeds, LS13 3AN
Head Teacher: Mr. C. W. Gardiner
Telephone: 564881
Required for September, 1981: teacher of Physics to "A", 'O' CSE and 16 + levels. Further information from Head Teacher.

PUDSEY GRANGEFIELD SCHOOL (No. on roll: 1,150: 11-18 years)
Bk. bandshaw Lane, Pudsey LS28 7HH
Head Teacher: Miss M. Cooke, B.A.
Telephone: 563693 or 570274

W.797 Required for September, 1981, or January, 1982: well qualified and experienced teacher of Biology with special responsibility for Rural Science in Years 4 and 5; willingness to teach Junior School science desirable. Further details from Head Teacher.

W.798 Required for September, 1981, or January, 1982: experienced and well qualified graduate to teach Chemistry throughout the school up to "A" level and to act as second in department. Further details from Head Teacher.

W.799 **WEST LEEDS BOYS' HIGH SCHOOL** (No. on roll: 568: 13-18 years)
Whitegate, Leeds LS12 3QS
Head Teacher: Mr. F. Hill, B.Sc.
Telephone: 630657
Required for September, 1981: Modern Languages teacher, Mainly French, but ability to offer some German advantageous. Sixth Form work available to suitable graduate

SCALE 1 POSTS

N.E.800 **BOSTON SPA COMPREHENSIVE SCHOOL** (No. on roll: 1,000: 11-18 years)
Boston Spa, Wetherby LS23 6BW
Head Teacher: Mr. J. R. Hanson, M.A.
Telephone: Wetherby 842091
Required for September, 1981: teacher to work in a team primarily on a new One Year Sixth Form course for non-academic pupils. Project work in Social and Life Skills, community and work experience programmes will be central to the course which will be taught on a special basis. A contribution in technical and practical areas also necessary.

N.W.801 **CITY OF LEEDS SCHOOL** (No. on roll: 850 including 135 in Sixth Form: 13-18 years)
Woodhouse Lane, Leeds LS2 9BP
Head Teacher: Mr. P. F. Scott, M.A., B.Sc., FRSC
Telephone: 454825
Required for September, 1981: Geography graduate to teach at all levels including 'A' level. The department follows the Schools Council (14-16) Project to 'O' level and CSE and runs a non-exam course for Sixth Formers associated with this project and BEC. Please give details of other subjects offered. Further details from the school.

S.802 **COCKBURN HIGH SCHOOL** (No. on roll: 670: 13-18 years)
Burton Road, Leeds LS11 5SL
Head Teacher: Mr. N. K. Robinson, B.Sc.
Telephone: 307451
Required for September, 1981: teacher to contribute to the work of the Geography/History/Humanities team throughout the main school and also teach Mathematics; interest in a proposal to set up a Support Unit welcomed.

HARRINGTON HIGH SCHOOL (BOYS) (No. on roll: 340: 13-18 years)
Chapel Lane, Farnley, Leeds LS12 5EU
Head Teacher: Mr. A. Gilfillan, T.D.
Telephone: 630744
W.803 Required for September, 1981: teacher of CRAFT.
W.804 Required for September, 1981: teacher of General Science and English to C.S.E. level.

W.805 **INTAKE HIGH SCHOOL** (No. on roll: 637: 13-18 years)
Calverley Lane, Leeds LS13 3AN
Head Teacher: Mr. C. W. Gardiner
Telephone: 564881/569051
Required for September, 1981: teacher of Home Economics with some Needlework. Information and application form from Head Teacher.

F.806 **JOHN SMEATON HIGH SCHOOL** (No. on roll: 1,130: 13-18 years)
Smeaton Approach, Leeds LS13 3TA
Head Teacher: Mr. T. G. B. Howe, M.C.
Telephone: 644231
Required for September, 1981: teacher of Integrated Science to CSE and 'O' level. Physics or chemistry preferred.

S.807 **MATTHEW MURRAY HIGH SCHOOL** (No. on roll: 1,047: 13-18 years)
Brown Lane, Leeds LS11 5DU
Head Teacher: Mr. D. K. Mackie, B.Sc., M.Ed.
Telephone: 710001
Required for September, 1981: teacher of Modern Languages to teach mainly French (Leeds Certificate, C.S.E., 16+ and possibly 'A' level); ability to help with Chinese also advantageous.

E.808 **PARKLAND HIGH SCHOOL (GIRLS)** (No. on roll: 660: 13-18 years)
South Parkway, Leeds LS14 6HB
Head Teacher: Mrs. S. M. Wood, M.A.
Telephone: 731664/5
Required for September, 1981: teacher of Music throughout the school to CSE and 'O' level, together with Dance and Drama.

W.809 **PRIESTHORPE SCHOOL** (No. on roll: 1,060: 11-18 years)
Priesthorpe Lane, Pudsey, LS28 8SG
Head Teacher: Mr. D. Baddeley
Telephone: 572618
Required for September, 1981: teacher of Mathematics. Computer Study work available for a suitably qualified specialist.

TEMPLE MOOR HIGH SCHOOL (BOYS) (No. on roll: 680: 13-18 years)
Field End Close, Selby Road, Leeds LS15 0PT
Head Teacher: Mr. R. Mulgrew, B.A.
Telephone: 645218
E.810 Required for September, 1981: teacher of Science, preferably Physics, to work mainly at all levels for mainstream classes.
E.811 Required for September, 1981: teacher of Science, preferably Chemistry, to work mainly at all levels for mainstream classes.

TES078

SECONDARY CLASSICS SCALE 1 POSTS

continued

SURREY

EDUCATION COMMITTEE
FULLBROOK SCHOOL
Weybridge
(12 - 18)

LATIN teacher, Scale I, with either SPANISH or FRENCH. Required September 1981. Cambridge Classics Course followed. There are A Level groups most years.
Apply to Head. Tel: Byfleet 49301. (15526) 056-80

Commercial Subjects

Other Posts on Scale 2 and above

HARROW

EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Rd., Edgware, Middlesex. HA8 6AN
Tel. No. 952 1614

Required for one year from September for this 8 F.E. Comprehensive Mixed High School for pupils aged 12+ to 16+ an enthusiastic TEACHER OF BUSINESS STUDIES/COMMERCE (M/F).
Courses in Shorthand, Typing, Office Practice, Commerce, etc. leading to C.S.E., Pitman and R.S.A. examinations. Up to Scale III available for suitable qualified and experienced candidates; but applications from more recent entrants to the profession will be considered.
Application forms from and to be returned to Headteacher by 6th July. Please enclose stamped addressed envelope. (15317) 057-53

SANDWELL
METROPOLITAN BOROUGH OF

SMETHWICK HALL GIRLS' HIGH SCHOOL
(11 - 16 Comprehensive)

Required for September 1981: TYPEWRITING - Scale 2.

Application forms and further details available from and returnable to Head Teacher, Auckland Road, Smethwick, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (15306) 057-80

Scale 1 Posts

DURHAM

COUNTY COUNCIL
PETERLEE ST. BEDES R.C. COMPREHENSIVE SCHOOL
11 - 18 years 1257 on roll.
BUSINESS STUDIES - Salary Scale 1 - Teacher required for September, 1981 to teach Typing with some Accounts to C.S.E. level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 10th July 1981. (15432) 057-80

LONDON

SKINNER'S COMPANY'S SCHOOL FOR GIRLS.
117 Stamford Hill, N16.
Tel: 800 7411
Required in September - a full time teacher for Secretarial subjects, to cover for Maternity leave. Scale 1.
Please telephone for further details. (16027) 057-80

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.
All posts are for September, 1981.

11-18 SCHOOL

SCALE 1 RELIGIOUS EDUCATION
Manor School (Roll 931) Owton-Manor Lane, Hartlepool, Cleveland TS25 3PS. (Tel: Hartlepool 67018).

11-16 SCHOOLS

SCALE 1 ART
Coulby Newham School (Roll 515) Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland (Tel: Middlesbrough 593113).
A well qualified teacher for this developing new department. Initially a willingness to offer a little teaching in another subject would be an advantage.

SCALE 1 ENGLISH/DRAMA
Southlands School (Roll 770) Endeston Road, Priestfields, Middlesbrough, Cleveland TS3 0HG. (Tel: Middlesbrough 314659).

SCALE 1 ENGLISH
Coulby Newham School (Roll 515) Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland (Tel: Middlesbrough 593113).

SCALE 1 FRENCH (Re-advertisement)
Kings Manor School (Roll 749) Acklam, Middlesbrough, Cleveland TS5 7DY (Tel: Middlesbrough 818200).
This post is permanent to the Authority but temporary at this school in the first instance.

SCALE 1 REMEDIAL
Springfield School (Roll 776) Ormesby Road, Middlesbrough, Cleveland TS3 8RF (Tel: Middlesbrough 314333).
This post is permanent to the Authority but temporary at this school for one year in the first instance.

Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees.
Complete application forms and letters of application should be submitted to the Head Teachers by not later than Wednesday, 8th July, 1981. 15807

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Swale Division
THE SHEPPEY SCHOOL
Headmaster: R. O. Barson, B.A
Fully comprehensive mixed upper school 13 - 18 years. 1800+ on roll
Required September 1981 qualified teacher of COMMERCIAL SUBJECTS who can offer Typewriting to RSA II level, Shorthand and Office Practice to RSA I level. All teaching is in the Sixth form in purpose built rooms. New entrants to the teaching profession are welcome to apply.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, MINSTER, SHEPPEY, Kent as soon as possible please. (15404) 057-80

Domestics Subjects

Heads of Department

ESSEX

EPPING FOREST HIGH SCHOOL
Homecroft Gardens, Loughton
Tel: 01-508 5806
(Roll 1400)
HEAD OF HOME ECONOMICS DEPARTMENT SCALE 3
Required for January 1982 or earlier.
Following retirement of existing post holder: Well qualified experienced teacher to lead newly equipped department. Examination courses well established. Closing date 8th July, 1981.
Application by letter to the Headmaster at the school (foolscap s.a.e. please). (15485) 059-52

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL

EVESHAM, PRINCE HENRY'S HIGH SCHOOL
Victoria Avenue, Evesham, Worcs. WR11 4QH
1040 Boys and Girls
(13 - 18)

Required for September, 1981, teacher for Home Economics and related subjects throughout the school. Scale 2 may be available for suitable applicant.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15441) 059-53

Scale 1 Posts

AVON COUNTY

WHITEFIELD FISHPONDS SCHOOL
Snowdon Road, Bristol BS16 2HD
Required for September 1981. Teacher of Home Economics with some Needlecraft in the Lower Girls School (years 1 - 3) Scale 1 + S.P.A.
Application by letter to Headmaster, with names of two referees as soon as possible. (15075) 059-80

BEDFORDSHIRE

NORTHERN AREA
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Beds
Headmaster: K. S. Dodsworth
Telephone: Hitchin 812798
Required for September 1981, a part-time, 0.5 Teacher of Home Economics. Application forms and further details from the Headteacher, s.a.e. please. (16309) 059-80

BEDFORDSHIRE

SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton, Beds
Headmaster: Mr. T. Toman, B.A.
Required for September, 1981, teacher of Home Economics, Scale 1, in this mixed comprehensive school of 700 pupils aged 11 - 16. An interest in our Child Care course would be welcomed.
Council accommodation may be available in certain cases.
Application forms are available from and returnable to the Headmaster at the school. (s.a.e. please). (16307) 059-80

BRADFORD

CITY OF METROPOLITAN DISTRICT COUNCIL
CARLTON-BOLLING SCHOOL
Required for September 1981 at this 13 - 18 co-educational, comprehensive school of 1200 pupils, a teacher of Home Economics. Candidates should be able to teach the subject to O level and assistance in courses in Needlework and Child Care would be an added recommendation.
This is a temporary (one year) post.
Application forms may be obtained from the Directorate Personnel Office, 4th floor Provincial House, Market Street, Bradford, BD1 1NP and should be returned to the Headteacher, Carlton-Bolling School, Undercliffe Lane, Bradford, BD3 0DU by 8 July 1981.
Reference ET 3688/TES. (16062) 059-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE ABBEY HIGH SCHOOL
Easemore Road, Redditch, Worcs. B98 8HB

(13 - 18)

Required for September, 1981. A teacher of Home Economics and Needlecraft (Scale 1). This vacancy is created by the promotion of the present holder to a Head of Department post and the Governors will seek to appoint a candidate of similar energy and commitment. The Department consists of 5 specialists and courses are well-established up to and including 'A' level. Accommodation consists of 5 well-equipped modern rooms.

The Department prefers to avoid over-specialisation and the successful candidate will be able to teach H.E., Needlecraft and Childcare.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15009) 059-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

HAGLEY R.C. HIGH SCHOOL
Brake Lane, Hagley, Stourbridge, West Midlands DY8 2XL
(11 - 18)

Required for September, 1981, A Teacher of Home Economics, Scale 1, to assist with the teaching of this subject throughout the school up to and including external examination work.

Initial letter of application with curriculum vitae, names of two referees, and a stamped addressed envelope to the Head of the School from whom further details and an application form may be obtained. (15448) 059-80

HOUNSLOW

LONDON BOROUGH OF EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road, Hounslow TW3 4DN
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Telephone No. 01 747 0031
Co-educational 11 - 18+ age range Comprehensive School, Group 13, 10 F.E.
Head Teacher: Mr B S Hurrell, B Sc.
Required for SEPTEMBER 1981: A qualified teacher of HOME ECONOMICS in this mixed 11 - 18 Comprehensive School. The main teaching subject will be cookery but an interest in teaching some Needlework would be an advantage.
All pupils follow a Design for Living Course during their first three years. The School also offers courses leading to C.S.E., 'O' level and 'A' level and the successful candidate would be required to teach all abilities and age ranges.
LONDON ALLOWANCE £498 PAYABLE.
Letters of application in the first instance to the Headmaster, giving details of qualifications and names and addresses of two referees (stamped addressed foolscap envelope, please). CLOSING DATE: 3 JULY 1981.
J. COOPER MA B. Sc. Director of Education. (15250) 059-80

HUMBERSIDE

COUNTY COUNCIL
EDUCATION OFFICER
Kingston upon Hull Division
MAYBURY JUNIOR HIGH SCHOOL
Maybury Road, Hull
Head: W. G. Watts
Required for September, or as soon as possible thereafter, a teacher of HOME ECONOMICS and NEEDLEWORK, Scale 1, with ability to teach General Subjects in this mixed S.P.A. school with 175 pupils aged 9 - 13.
The school became co-educational in 1980 with its first intake of girls.
Application forms available from the Head should be returned by 8th July, 1981. (15067) 059-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, S.W.19
Headteacher: Miss H.D. Whale M.A.
Tel: 946 2208
Age Range: 13 - 18 years
No. on Roll: 780 girls of whom 150 are in the sixth form

A teacher will be needed at the end of October 1981 to take courses in CHILD DEVELOPMENT. The subject is offered for C.S.E. examination by the Home Economics department, and has successfully met the needs of less academic girls in this fully Comprehensive high school. Some NEEDLEWORK Teaching with first year girls is also required. The post is TEMPORARY, due to maternity leave, and could be full or part-time.

London Allowance £759.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.

Closing date: as soon as possible. (15491) 059-80

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BRUMBY COMPREHENSIVE SCHOOL
Cemetery Road, Scunthorpe
Head Teacher: N. A. Sears
No. on Roll: 1070
RE-ADVERTISEMENT
Required from 1st September, 1981 for up to 40 weeks, temporary Scale 1 Teacher of DOMESTIC SCIENCE/NEEDLEWORK at this 11 - 16 Comprehensive School. The post is temporary due to the Maternity Leave absence of the permanent post-holder.
Application forms and further particulars obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 10th July, 1981 (f.s.a.e. please). (16086) 059-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent
Roll: 1010 mixed
A developing high school under the Thames-side Scheme.
Required from 1st October, 1981, a teacher for Home Economics. This is a temporary appointment - probably for the rest of the academic year - to cover a member of staff on maternity leave. Particulars of the school and the department from the Headmaster (Meopham 814646)
MEDWAY DIVISION
STROOD - REDE SECONDARY (MIXED) SCHOOL
Carnation Road, Watling Street, Strood, Rochester, Kent
Required for September 1981, a teacher for Girls' TECHNICAL STUDIES. The Department offers Home Economics, Needlework and Child Development to girls and boys throughout the school.
The successful candidate will teach some Needlework in the Lower School, and Home Economics and Child Development to C.S.E. level. A qualification in Child Development would be an advantage.
This is an eight form entry Secondary Modern School with excellent Technical facilities. Applications from students about to complete their training will be welcome.
Please apply to the Headmaster at the school, enclosing a full curriculum vitae and addresses of two referees. (16092) 059-80

LEICESTERSHIRE

BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester

Comprehensive 11 - 18
A new 11 - 18 Community College due to open in August, (first and second years only), but designed to eventually accommodate 1200 pupils.

HOME ECONOMICS - SCALE ONE

Required August, enthusiastic and committed teacher to join enthusiastic Design team with excellent facilities. Please state second subject. Details available (SAE).

Apply immediately to the Principal, Mr. C. Ingleton BA, c/o Room 134, Education Department, County Hall, Glenfield, Leicester LE3 8RF. (15415) 059-80

SANDWELL

METROPOLITAN BOROUGH OF
HOLLY LODGE HIGH SCHOOL
(11 - 16 comprehensive)
Required for September 1981: HOME ECONOMICS - Scale I.
Application forms and further details available from and returnable immediately to Head Teacher, Holly Lane, Smethwick, Warley West Midlands.
Sandwell Council is an equal opportunity employer and vacancies open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (15303) 059-80

SURREY

EDUCATION COMMITTEE
THAMESMEAD SCHOOL
(12 - 16)
Shepperton
Required September 1981 Scale 1 Teacher for Home Economics to teach throughout the age range.
Well established examination courses to CSE & 'O' level.
Contact Head - Tel: Walton-on-Thames 27078. (16154) 059-80

WAKEFIELD
CITY OF METROPOLITAN DISTRICT COUNCIL

CASTLEFORD AIREDALE HIGH SCHOOL

(12 - 18)
(1387 on roll)

Required for September 1981 a TEACHER OF HOME ECONOMICS (Scale 1) to work in a vigorous and well equipped Department.

Application forms available, on receipt of a stamped addressed envelope, from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement (15096) 059-80

Economics

LINCOLNSHIRE

KING EDWARD VI SCHOOL
Edward Street, Louth, LN11 9LL
(Co-educational 420 pupils aged 14 - 18)
(Sixth Form 230)
Required in September a master or mistress to teach History and Economics to GCE Advanced level.
Applications (no forms), including the names and addresses of two referees, to the Headmaster. Closing date 6th July 1981. (14393) 060-80

NORTHAMPTONSHIRE

NORTHAMPTON THOMAS BECKET R.C. UPPER SCHOOL,
Kettering Road, Northampton, NN3 6JP

Required for September 1981, Teacher (Scale 1) to teach ECONOMICS to 'A' level; ability to help with Sociology and History an advantage. The person appointed would be joining a progressive Humanities team with high academic standards in a well established Roman Catholic Upper School. There could also be some involvement with the City and Guilds Courses run for senior pupils including Sixth Formers, courses which have been in operation for some years.

Application forms and details of the school are available from the Headmaster (s.a.e. please). Completed forms should be returned within ten days of the appearance of this advertisement. (17981) 060-80

OXFORDSHIRE
COUNTY COUNCIL

ST BIRINUS' SCHOOL
Mereland Road, Didcot

(Group 10)

11 - 18 Boys comprehensive 950 on roll with a Sixth Form of 85

Required for September: a teacher of Economics, with a subsidiary subject. The post could be part-time if desired.

Letters of application giving curriculum vitae and the names of two referees should be sent as soon as possible to the Headteacher, who will send further particulars of the post. S.A.E. please. (16146) 060-80

SANDWELL
METROPOLITAN BOROUGH OF

ROWLEY REGIS COLLEGE
(16 - 19 Open-access Co-educational Secondary College)

Required for September 1981: ECONOMICS - Scale 1.

Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Principal, Hawes Lane, Rowley Regis, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (15304) 060-80

WILTSHIRE

WESTWOOD ST. THOMAS' C.E. UPPER SCHOOL
Westwood Road, Salisbury SP2 9HS
Headmaster: R.H. Hood, BA, BD.
No. on Roll: 1050 (Mixed 13 - 19)
Required for September, 1981 or January, 1982, a good Honours Graduate for Economics to 'A' level with Geography to at least 'O' level. This school is the Upper school for West Salisbury and the Wilton rural area. Compact on one beautiful site, it has a large 6th Form and courses to 'O' and 'A' level.
Apply by letter to the Headmaster with full curriculum vitae and names and addresses of two professional referees. Foolscap s.a.e. please for further details of school and post. (17681) 060-80

WIRRAL
METROPOLITAN BOROUGH OF

PARK HIGH SCHOOL
(CO-EDUCATIONAL)
Park Road South, Birkenhead

Tel: 051-652 1574

No. on roll: 1,295

REQUIRED FOR 1st SEPTEMBER, 1981 GRADUATE TEACHER OF ECONOMICS. The successful applicant should be able to offer either History or Government as a second subject and prepare for the introduction of 'A' Level ECONOMICS in 1982/83.

Apply direct to Headmaster. (18900) 060-80

English

Heads of Department

DERBYSHIRE

EDWIN SWALE SCHOOL
Old Whittington, Chesterfield, S41 9LG

11 - 16 Mixed. N.O.R. 640

For September, or January, Head of English, Scale 3 with responsibility for language policy within the department and across the curriculum.

For further details and application form, s.a.e. to the Headmaster at the school. (15461) 061-52

LIVERPOOL

ST. FRANCIS XAVIER'S COLLEGE
Beaconsfield Road, Woolton, Liverpool, L25 6EG
For January 1982 - Head of English required. Scale 4.
Application Form and further particulars from the Rev. Headmaster. (14249) 061-59

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL
Central Road, Morden, Surrey, SM4 5SE
Headteacher: Miss W.H. Elkin, B.Sc
Tel: 01-648 4993
Age Range: 13 - 18 years
No. on Roll: 593 pupils
Required, for September 1981 or January 1982 a graduate as Head of English, Scale 4 in this Comprehensive School for girls. The school offers 'A' and 'O' level and C.S.E. examination courses.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17852) 061-52

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
RHYMNEY VALLEY DISTRICT COMPREHENSIVE SCHOOL
Heolddu
Required by January 1982.
Experienced Honours Graduate in English to have Director of Faculty status and to take charge of English Studies and activities with additional responsibilities and administrative work in the school. Scale 4 plus Social Priority Allowance.
Application forms to be returned by 8th July, 1981, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Offices, Caerphilly Road, Ystrad Mynach, Hengoed.
Canvassing will disqualify.
W. Aylwyn Jones, Director of Education. (16151) 061-52

SEFTON

METROPOLITAN BOROUGH OF EDUCATION COMMITTEE
AINSDALE HIGH SCHOOL
Sandringham Road, Ainsdale, Southport, Merseyside PR8 2NY
HEAD OF ENGLISH (Scale 4) required for 1st January 1982.
Application forms and further details are available on receipt of s.a.e. from the Headteacher of the school.
Closing date: Friday, 10th July 1981. (15058) 061-52

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, Bognor Regis, PO22 8EL.
(Co-educational, 11 - 18 years, 1170 on roll)
Required January 1982, Head of English Scale 4 to lead enthusiastic, successful team.
Form and details from Headmaster on receipt of s.a.e. (15512) 061-52

Other Posts on Scale 2 and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Maidstone Division
MAIDSTONE SCHOOL FOR BOYS
Oakwood Park, Maidstone
Situated in very pleasant surroundings, this Upper School provides for the more able boys in the area. A full range of A-level subjects is provided in the Sixth Form of 250.
Required in September or January graduate to teach ENGLISH to A and S-levels.
Allowance available for an experienced person who would take charge of Drama. Plenty of opportunities for an energetic young teacher to contribute to the life of the school.
Further details from the Headmaster, to whom applications should be addressed quoting the names of two referees. (16089) 061-53

Scale 1 Posts

AVON COUNTY

HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed. 11 - 18, 6 form entry. Opened September 1977)
Required for September 1981 - Teacher of English - Scale 1 (permanent post).
Application forms and further details from Headmaster on receipt of S.A.E. No letters of application at this stage please. (15108) 061-80

AVON COUNTY

HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed. 11 - 18, 6 form entry. Opened September 1977).
Required for September 1981 - Teacher of English - Scale 1 (Fixed Term Contract 1 year).
Application forms and further details from Headmaster on receipt of S.A.E. No letters of application at this stage please. (15109) 061-80

AVON COUNTY

WORLE SCHOOL
Redwing Drive, Weston-super-Mare.
Teacher of English (Scale 1) required for September in this 8-FE purpose-built comprehensive school.
Apply by letter with c.v. and names of two referees to the Headmaster. (15102) 061-80

BERKSHIRE

THE PRINCESS MARGARET ROYAL FREE C.E. SCHOOL
Bourne Avenue, Windsor, Berks. SL4 3JP
N.O.R. 480 13 - 18 mixed.
Required for September, 1981, a well qualified TEACHER OF ENGLISH (Scale 1) to teach throughout the age and ability range in this Church of England Comprehensive Upper School. Courses leading to CSE, CEE, GCE 'O' and 'A' level are well established. The post offers an ideal opportunity for a newly qualified teacher seeking a first appointment. An interest in Sport or Music and a willingness to play an active part in extra curricular activities would be an asset.
Further details and application form available from the Headmaster at the school (s.a.e.). Closing date 10 July. (17879) 061-80

BROMLEY

LONDON BOROUGH OF
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ
Required for September, 1981, a teacher of English (Scale 1). London Area Allowance payable.
This is an 11 - 18 school, retaining a full range of ability; there is a strong and growing sixth form. English courses are well established to 'A' level, 'O' level and C.S.E. (mode III). A teacher is likely able to contribute fully to the [illegible] and successful department which is developing mixed ability work in the lower school. The appointed teacher will be asked to teach throughout the age and ability range; some sixth form work could be available. An interest in Drama would be a recommendation.
Applications is by letter to the Headmaster at the school giving details of two referees. (15281) 061-80

CAMBRIDGESHIRE

NORTHERN AREA
BRETTON WOODS COMMUNITY SCHOOL
(11 - 18)
Flaxland, Bretton, Peterborough, PE3 8DF
Tel: Peterborough 267009/266975
Principal: Mr. M.R.G. Jones, B.Sc.
GROUP 12 ROLL 1007
Required for September 1981, to Teacher of English (Scale 1) to teach throughout the school and to contribute to the lower school Humanities programme in this new and expanding community school.
Possibility of assistance with housing in appropriate cases.
Application by letter enclosing curriculum vitae together with the names and addresses of two referees direct to the Principal at the above address as soon as possible. (15256) 061-80

SECONDARY ENGLISH SCALE 1

continued

CUMBRIA

COUNTY COUNCIL
ST. AIDAN'S SCHOOL
Carlisle.
(Mixed 11 - 19 years, 1250 on roll)
Fully comprehensive, non-denominational, organised pastorally in three horizontal schools, and academically in seven faculties.
FACULTY OF HUMANITIES - DEPARTMENT OF ENGLISH.
Required for September 1981 an English Graduate to teach as appropriate, all levels of ability, including mixed ability Lower School groups and a variety of examination courses (including Mode 3 'O' and C.S.E Language and Literature, Related Studies and 'A' level. Scale 1.
Application by letter giving curriculum vitae and names of two referees as soon as possible to the Head. (15041) 061-80

CUMBRIA

COUNTY COUNCIL
THE LAKES SCHOOL
Troutbeck Bridge, Windermere
(Mixed Comprehensive 11 - 18 years; 1080 on roll)
Required for September 1981 a teacher of English to teach throughout the school and across the ability range. Scale 1. The J.M.B. 'O' level internal assessment scheme and a Mode 3 C.S.E. course in English language are used and pupils have the option of a Literature exam at these levels; sixth form work includes 'A' level and Uxbridge entrance.
Application forms available from and returnable to the Head within two weeks of this advertisement. (15936) 061-80

DERBYSHIRE
EDUCATION COMMITTEE

JOHN PORT SCHOOL
Etwall, Derby.

Graduate teacher of English (Scale 1) required from September 1981 at this 11 - 18 comprehensive school.

Applications by letter, with curriculum vitae, and the names of two referees, to the Headmaster. (17077) 061-80

DORSET

ALL SAINTS C of E SECONDARY SCHOOL
Wyke Regis, Weymouth.
(Roll 550)
Required September: Full time temporary teacher of English initially for one year. An ability interest to essential.
SAE for application form and further details to Headmistress. (15661) 061-80

DORSET

BLANDFORD UPPER SCHOOL
Blandford DT11 7SQ
Mixed Comprehensive 13 - 18, 760 on roll
Required September temporary teacher of English for one term, to share in resource based teaching programme; ability to take some examination work essential.
Apply to Headmaster by letter with curriculum vitae and referees. (15053) 061-80

ESSEX

CLACTON COUNTY HIGH SCHOOL
Roll (1450)
Valley Road, Clacton-on-Sea,
Tel Clacton 24266.
TEACHER OF ENGLISH SCALE 1, September, to teach to at least 'O' level. Advanced work available.
Apply by letter to the Headmaster within 10 days with curriculum vitae and two referees. S.A.E. if further information required.
CORNELIUS VERMUYDEN COMPREHENSIVE SCHOOL
Roll (1100).
Third Avenue, Canvey Island SS8 9SU
Tel Canvey 501 1/2.
ENGLISH SCALE 1 + SPS ALLOWANCE.
Required September, enthusiastic teacher to join thriving Department. Excellent opportunity for probationer.
Curriculum vitae and names of referees to the Headteacher (foolscap s.a.e. please). (16186) 061-80

GLOUCESTERSHIRE

ROYAL FOREST OF DEAN GRAMMAR SCHOOL
Berry Hill, Coleford
(Roll 750)
Required from 1st September on short term contract for one year only, Scale 1 Teacher of English, to 'O' or 'A' level. Ability and willingness to assist with Drama may be an advantage.
Apply by letter to the Headmaster giving the names and addresses of two referees. Enclose S.A.E. [illegible] 061-80

HAMPSHIRE

PETERSFIELD SCHOOL
[illegible] Road, Petersfield
11 - 16 Comp. Mixed: 1150 on roll
ENGLISH AND FRENCH (half time [illegible])
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to the Headmaster. (15309)

HAVERING

LONDON BOROUGH OF
[illegible] HEAD SCHOOL
[illegible] Gardens, Cranham, Upminster, RM14 1SP.
[illegible] Upminster 28684
[illegible] B.E. Sauders, B.A.
[illegible] (1051 Co.Ed)
SECONDARY ENGLISH SCALE 1
[illegible] September, 1981 during [illegible] leave of absence of [illegible] postholder. Well qualified [illegible] teacher to teach up to examination level.
Letters of application should be [illegible] the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after appearance of this advertisement. (15281) 061-80

LEICESTERSHIRE

LONGSLADE COLLEGE
[illegible] Lane, Birstall, Leicester

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1080

ENGLISH - SCALE ONE

Required August. Applications invited for the Autumn [illegible] experienced or newly qualified teachers of English and [illegible] Studies; able to teach [illegible] 'O' and 'A' level in both [illegible]. Post most suitable for [illegible] with a Joint Hon[illegible] [illegible] from the [illegible] Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15427) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE ABBEY HIGH SCHOOL
Easemore Road, Redditch, Worcs. B98 8HB

(13 - 18)

Required for September, 1981. Two graduate teachers of English (Scale 1). There are 6 specialists in the Department, which has an outstanding record of success at all levels. There is an unusually large 'A' level English VIth, a thriving English Club and an impressive tradition of public performances. The vacancies are created by the departure of two members of the Department, who have put their opportunities here to very good use. These posts will offer similar opportunities to their replacements, at least one of whom should have a strong interest in Drama, Music, Geography or second subject.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15011) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

MALVERN, THE DYSON PERRINS C.E. HIGH SCHOOL
Yates Hay Road, Malvern, Worcs. HR14 1LJ

(11 - 18)

Required for September, 1981, an Assistant Teacher of English (Scale 1) to teach the subject throughout the school. Some 'A' level work possibly available. Graduate preferred.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15443) 061-80

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Boothferry Road, Goole
Head Teacher: P. L. Teed
No. on Roll: 1228
RE-ADVERTISEMENT
Required for September, 1981, Teacher of ENGLISH (Scale 1) to join the Humanities Faculty in this 13 - 18 Upper School. The post will involve responsibility for 'O' level Literature and 'A' level English, as well as the full range of 16+ English Language.
Application forms obtainable from the Head Teacher at the School to whom completed forms must be returned no later than 6th July, 1981 (f.s.a.e. please). (16085) 061-80

LEICESTERSHIRE

JUDGEMEADOW SCHOOL AND COMMUNITY COLLEGE
Marydene Drive, Leicester

Comprehensive 11 - 16; Roll 1090

ENGLISH - SCALE ONE

Required August, teacher with special interest in language difficulties and development across the curriculum.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15425) 061-80

LEICESTERSHIRE

GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1400

ENGLISH - SCALE ONE

Required August, teaching English which is taught up to 'A' level. Ability to offer R.E. or Music as a second subject an advantage.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15418) 061-80

LINCOLNSHIRE

CORDEAUX HIGH SCHOOL
High Holme Road, Louth, Lincs, LN11 0HG
(Group 9 roll 780
Required for September, teacher of English, Scale 1. Temporary for 1 term with the possibility of permanency. Possibility of accommodation in the boarding house in exchange for duties.
S.a.e. to Head for form. Closing date 10th July 1981. (14395) 061-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey, CR4 1SF
Headteacher: Mr. J.L. Colclough, M.A.
Tel: 01-648 6627
Age Range: 13 - 18 years
No. on Roll: 656 pupils.
Required for September 1981, a graduate teacher of English to join this strong faculty in the school led by Eric Boagey. English is an integral part of the common core curriculum of the school and there is a wide scope for innovation. Preference will be given to applicants who have an interest in drama and school productions. First appointment teachers are welcome to apply but a Scale 2 post may be available to a suitable candidate.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17850) 061-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey, CR4 1BP.
Headteacher: Mr. G.D.N. Giles, M.A.
Tel: 01-764-5112
Age Range: 13 - 18 years
No. on Roll: 753 pupils.
Required for September 1981 a Scale 1 teacher of English. The successful applicant should be capable of teaching the subject to 'O' level, and an ability to teach R.E. would be an advantage.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17851) 061-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL
Central Road, Morden, Surrey SM4 5SE
Headteacher: Miss W.H. Elkin, B.Sc
Tel: 01-648 4993
Age Range: 13 - 18 years
No. on Roll: 593 pupils
Required for September 1981 a temporary teacher of English, Scale 1, in this Comprehensive school for girls.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17853) 061-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, S.W.19
Headteacher: Miss H.D. Whale M.A.
Tel: 946 - 2208
Age Range: 13 - 18 years
No. on Roll: 780 girls (150 in the sixth form)
Required for September 1981 a temporary (one year) teacher of ENGLISH with a willingness to teach RELIGIOUS EDUCATION and perhaps Geography/History in this fully comprehensive High School. Scale 1 post.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15220) 061-80

NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

HOSPITAL SECONDARY
Market Place, Gt. Yarmouth, NR30 1NU

REQUIRED FOR SEPTEMBER, 1981 Scale 1 Teacher of English (temporary one year) with Junior forms. Please state other subject offered.

Application forms from the Headteacher on receipt of S.A.E. and should be returned to the school. (15259) 061-80

NORTHUMBERLAND

COUNTY COUNCIL
BERWICK HIGH SCHOOL
Adams Drive, Berwick upon Tweed, TD15 2JF
Group 11; 13 - 18 Comprehensive; 950 pupils including 94 in Sixth Form
Required 1st September 1981, graduate teacher of English (Scale 1) to teach all levels of ability. Immediate examination work will be available to a new entrant to the profession or to a candidate with experience.
Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by sending a foolscap s.a.e. to the Headmaster, returnable by 10 July, 1981. (15067) 061-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

VALLEY COMPREHENSIVE SCHOOL
Baulk Lane, Worksop, Notts. S81 7DG

Headmaster: J M Johnson BA
Mixed: 1600 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For September, or January, teacher (Scale 1) of English to C.S.E. and O level in purpose built English block.

Applications (no forms) to the Headmaster, with the names of two referees, as soon as possible. (15460) 061-80

ROTHERHAM

METROPOLITAN BOROUGH OF DEPARTMENT OF EDUCATION
RAWMARSH COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1195 on roll
Required for September, 1981, ASSISTANT TEACHER - SCALE 1+S.P.A.
Required for English. Closing Date: As soon as possible.
Letters of application to the Headteacher, Rawmarsh Comprehensive School, Monkwood Road, Rawmarsh, Rotherham S62 7ET.
B. W. Ellis, Director of Personnel Resources. (15014) 061-80

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
COLLEY SCHOOL
Remington Drive, Sheffield, S5 9PB
Required for September 1981 a Scale 1 teacher of English for a 12 month appointment. Some teaching in the Humanities would be expected.
SPS allowance payable.
Application by letter, including curriculum vitae and the names of 2 referees, should be returned to the Head Teacher within 7 days of the appearance of this advertisement. (16088) 061-80

SHROPSHIRE

EDUCATION COMMITTEE
BLESSED ROBERT JOHNSON CATHOLIC COLLEGE
Whitchurch Road, Wellington, Telford TF1 3DY
(750 M)
ENGLISH TEACHER (SCALE 1)
Required for January 1982 in this all ability (11 to 18 school).
Full details from Headmaster Mr B Price, M.A., J.P., (SAE) to whom applications should be sent giving qualifications, experience and referees. (15594) 061-80

SUNDERLAND

BOROUGH OF EDUCATION DEPARTMENT
MONKWEARMOUTH SCHOOL
(Group 13)
Torver Crescent, Sunderland SR6 8LG
(1900 pupils; 300 in sixth form)
Required for September, 1981.
1. Teacher of English (Scale 1): A graduate is required to teach all age groups up to 'A' level. English and Drama are taught to mixed-ability classes in years 1 - 5.
2. A qualified English Teacher (Scale 1) to teach English and Drama to mixed-ability classes in years 1 - 5.
The school has a large well-equipped English Department.
Letters of application, including the names and addresses of 2 referees, should be sent to the Headteacher of the school by 10th July, 1981. Please telephone the school (Sunderland 71766) for further details. (15272) 061-80

WILTSHIRE

COMMONWEAL SCHOOL
The Mall, Swindon SN1 4JF
(Senior High 14 - 18; 1000 on roll)
Headmaster: M.R. Salt, B.A.
Required September 1981 Teacher Scale 1, for ENGLISH.
Letter of application, including names and addresses of two referees, to the Headmaster. (14331) 061-80

STOCKPORT

SECONDARY BROADWAY SCHOOL
High Grove Road, Cheadle, Stockport SK8 1LD.
ENGLISH & RELIGIOUS EDUCATION
Scale 1 (Ref: 1717)
ENGLISH - Scale 1 (718). Well qualified person who is able to contribute in the Sixth Form.
Application forms obtainable from and returnable to the Headteacher, quoting reference, by 10th July, 1981. (15098) 061-80

Geography

Heads of Department

REDBRIDGE
LONDON BOROUGH OF

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT
Telephone: 01 554 8935

Head: Miss M.S. Evans, M.A.

Required from September 81 or January 82: a well qualified and experienced teacher to be Head of Geography in this 7FE mixed 11 - 18 comprehensive school with 135 in the Sixth Form. The post is on Scale 3 with Outer London Allowance of £498.

Forms and further details are available from the Head at the School, to whom completed applications are returnable by 1 July 1981. (14364) 062-52

Scale 1 Posts

BRISTOL

FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol. BS12 6QT

(Co-educational Comprehensive School 11 - 18, 1400 pupils)

Required in September 1981 a teacher of GEOGRAPHY (Scale 1).

Teaching available to all levels. Interest in field work essential.

The successful applicant will be expected to act as a tutor in a well established House system.

Applications by letter to the Headmaster as soon as possible enclosing curriculum vitae and the names of two referees. (17998) 062-80

CAMBRIDGESHIRE

CAMBRIDGE AREA
NETHERHALL SCHOOL
Required from September, graduate teacher of GEOGRAPHY (Scale 1) in this co-educational comprehensive school of 1450 pupils; 'A' Level Sixth Form of 200; ability to teach at all levels throughout the school essential. Ability to teach Geology or Economics to 'A' Level welcome.
Apply by letter to the Headmaster at the School, Queen Edith's Way, Cambridge CB1 4NN, giving full curriculum vitae and names and addresses of two referees. Further details available from the School. (15326) 062-80

DONCASTER

DON VALLEY HIGH SCHOOL
Scawthorpe, Doncaster, DN5 9DD
Telephone: 0302/781525

Headmaster: A J Jubb, M.A.

Required for the academic year September 1981 to August 1982 on a temporary appointment, Scale 1, a qualified assistant teacher of GEOGRAPHY.

Apply immediately by letter with full curriculum vitae and the names addresses and status of two referees to the Headmaster at the school. (17864) 062-80

ESSEX

FITZWIMARC SCHOOL
(Roll 1200+)
72 Hockley Road, Rayleigh.
Tel: Rayleigh 743884/5/6.
GEOGRAPHY SCALE 1.
Required September: Experience and/or training in urban and social geography an advantage.
THE NOTLEY HIGH SCHOOL
(Roll 1153)
Notley Road, Braintree.
Tel: Braintree 23601
GEOGRAPHY/HUMANITIES SCALE 1.
Lower School Integrated Humanities plus Geography in 4th/5th Year. Closing date: 17th July 1981.
For both posts - curriculum vitae direct to Headteacher concerned with names of two referees. (foolscap s.a.e. please). (16185) 062-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

MALVERN, THE DYSON PERRINS C.E. HIGH SCHOOL
Yates Hay Road, Malvern, Worcs. HR14 1LJ

(11 - 18)

Required for September 1981, well qualified Assistant Teacher of Geography (Scale 1) to teach the subject to all levels.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15444) 062-80

LEICESTERSHIRE

JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1600

GEOGRAPHY - SCALE ONE

Required September, to C.S.E., 'O' and 'A' level.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees.(SAE). (15430) 062-80

LINCOLNSHIRE

LINCOLN CHRIST'S HOSPITAL VA SCHOOL
ASSISTANT TEACHER
BURNHAM SCALE II
NOR 1230

Required from September 1981. Geography Graduate to teach up to A/S level. This post offers wide scope for initiative in developing this subject both inside and outside the classroom. An interest in the quantative approach is desirable and willingness to help in extra-curricular activities would be an advantage.

For forms/details send SAE to the school, Wragby Road, Lincoln. Closing date 14.7.81. (14398) 062-80

LINCOLNSHIRE

SKEGNESS GRAMMAR SCHOOL
Vernon Road, Skegness, PE25 2QS
(Group 10 Roll 625)

Required for September, a graduate able to teach GEOGRAPHY to 'A' level and some junior English, or Art, or French, or R.E. in this selective secondary school. Interest in human Geography preferred and a willingness to assist with CCF, Games or extra curricular activities is expected. Scale 1.

Further details may be obtained from the Headmaster, but early application by letter is requested giving the names of two referees.

Closing date 10th July 1981. (14391) 062-80

MERTON

LONDON BOROUGH OF EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey
Headteacher: J.P. Attree B.Sc J.P.
Tel. 648 - 4904
Age Range: 13 - 18 years
No. on Roll: 720 pupils
Required from September 1981, a Scale 1 teacher of Geography. Ability to teach to Advanced level and to help with the teaching of Religious Education important.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15293) 062-80

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT - CENTRAL AREA

WYMONDHAM HIGH SCHOOL
Folly Road, Wymondham, Norwich NR18 0NT

1000 mixed 11 - 16 years

SCALE 1 - TEACHER OF GEOGRAPHY

Required for September. Ability to teach second subject an advantage.

Application forms from and replies to the Headteacher at the school. (15262) 062-80

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J.R.G. TOMLINSON, M.A.
Director of Education

SCALE 2 POSTS + ABOVE

MUSIC: SCALE 3
Catholic High,
Old Wrexham Road, Handbridge, Chester
(Group 11: 11-18 Mixed Comprehensive)
Required for September 1981
Closing date for receipt of completed application forms 9th July 1981

MATHEMATICS/COMPUTER STUDIES, SCALE 2
Wade Deacon High,
Birchfield Road, Widnes. Tel: 051-423 2721
A graduate of mathematics with experience in computer studies is required for September 1981 or January 1982. The successful candidate will work within the Mathematics Department and will be given responsibility for the development of computer studies in school.
Application forms are available from the headteacher at the school at the above address. The closing date for application is Friday, 17th July 1981.

SCALE 1 POSTS

PHYSICS
Shavington
Rope Lane, Shavington, Crewe
Required for September 1981. Developing Comprehensive reorganised September 1977. 11-18 age range. Situated in pleasant semi-rural surroundings.
Applications should be returned as soon as possible.

R.E. AND HUMANITIES
Padgate County High
Insall Road, Padgate, Warrington WA2 0HD
Tel: Padgate 822632
This is a purpose built 11-18 mixed comprehensive which opened in 1978. The anticipated number of roll in September 1981 is 945 pupils, when there will be 5 year groups in the school.
Required for September 1981. A specialist teacher who can teach Religious Studies to examination level and contribute to the integrated humanities course in lower school.
Closing date 6th July 1981. Further particulars from the Headteacher.

TECHNICAL STUDIES
Great Sankey County High
Barrow Hall Lane, Great Sankey, Warrington WA5 3AA
Tel: Penketh 4118
Required for September enthusiastic specialist familiar with standard and plastic materials to join expanding department. Integrated approach to CDT courses up to 'A' level. Interest in drawing and technical graphics an advantage.
Suite of 4 specialist rooms closely situated in developing 11-18 co-ed school. Numbers on roll 1200 offering excellent facilities. Developing Sixth Form, extensive sports complex includes sports hall, swimming baths, all weather pitch, squash courts. Assistance with extra curricular activities most welcome.

GIRLS' PHYSICAL EDUCATION
Coppenhall County High
Coronation Street, Crewe, CW1 4EB
Required for September 1981. Purpose-built Comprehensive with excellent facilities.

BIOLOGY WITH GENERAL SCIENCE
Ellesmere Port Catholic High
Capenhurst Lane, Ellesmere Port, South Wirral
Required September 1981, graduate able to teach subject to O and A level. Catholic preferred. Apply immediately to Headteacher (telephone 051 355 2373). Closing date 8th July 1981.

MUSIC
Grange County Comprehensive
Regent Street, Ellesmere Port,
South Wirral L65 8EJ
Required from 1st September 1981, at this established comprehensive of 1,190 pupils. An interest in choral work and an ability to contribute to this development in the Lower School would be an advantage.

GIRLS' P.E.
Fairfield High
Peelhouse Lane, Widnes WA8 6TE
Able to offer Gymnastics and full range of Games (11-18). Closing date 10th July 1981.

GEOGRAPHY
Poynton County High
Yew Tree Lane, Off Dickens Lane,
Poynton (Tel: Poynton 871811)
Established 11-18 Comprehensive with 1800 pupils on roll including 300 in the sixth form.
Temporary for 1 year - throughout the age range in well established and successful Department. Ability to assist with 6th form General Studies and/or Games may be an advantage. Forms should be returned by 6th July 1981.

ECONOMICS
Knutsford County High
Bexton Road, Knutsford
Tel: Knutsford 3294
Temporary for Autumn Term. Application forms should be returned by 6th July 1981.

TES075

SECONDARY GEOGRAPHY SCALE 1 POSTS
continued

MERTON
LONDON BOROUGH OF EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, S.W.19
Headteacher: Miss H.D. Whale M.A.
Tel: 946 2208
Age Range: 13 - 18 years
No. on Roll: 750 girls, of whom 150 are in the sixth form
Required in September 1981, a teacher of GEOGRAPHY (Part-time approx. 0.6) in this comprehensive High School. The Geography department is active and forward-looking and has been successful at all levels ranging from slow learners to Oxbridge entrants. Examination work includes C.S.E., 'O' level and 'A' level.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15222) 062-80

SUFFOLK
FARLINGAYE HIGH SCHOOL
(13 - 18 mixed comprehensive, roll 742)
Ransom Road, Woodbridge, IP12 4JU
SCALE 1 TEACHER OF GEOGRAPHY required September 1981 with the ability to teach to 'A' level.
Forms and further details available from the Headteacher at the school (s.a.e. please). (16171) 062-80

SURREY
BISHOP REINDORP SCHOOL
Larch Avenue, Guildford.
(Tel. Guildford 37373)
GEOGRAPHY specialist required in an expanding department for September 1981 in this 12 - 18 Church Comprehensive School.
Apply in writing direct to the Headmaster. (16026) 062-80

SURREY
The Winston Churchill School
Woking.
(Brookwood 6861)
Required for September, 1981 a Scale I teacher of Geography at this ten-form entry comprehensive school.
Opportunities available to teach all abilities in this oversubscribed and pleasantly situated school.
Applications should be made directly to the Headmaster. D62

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon SN4 9DR
Required for September 1981 at this well-established purpose-built, mixed 11 - 18 comprehensive school with 1200 on roll.
TEACHER OF GEOGRAPHY scale 1, to join a successful team in a flourishing department.
The school is conveniently situated close to the Marlborough Downs and has a good range of general facilities, including squash courts and a 25 metre indoor heated swimming pool.
Assistance with removal expenses and lodging allowance in approved cases.
Further details and application form (SAE please) from the Headmaster. Forms to be returned immediately. (16144) 062-80

History

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington, Nr Luton, Beds.
Headmaster: Mr. G. Kellett, B.A.
Required for September 1981, temporary for one year to cover secondment, a teacher of History up to 'O' level with possibly, depending on qualifications/experience, some 'A' level work. An ability to assist with P.E./Games for boys would be an advantage. Scale I.
Further details and applications forms obtainable from and returnable to the Headmaster of the school. (s.a.e. please). (14575) 063-80

BRADFORD CITY OF METROPOLITAN DISTRICT COUNCIL
CARLTON-BOLLING SCHOOL
Required for September 1981 at this 13 - 18 co-education comprehensive school of 1200 pupils, a half-time teacher of History. Candidates should be able to teach History to C.S.E. and O level. This is a temporary (one year) post.
Application forms may be obtained from the Directorate Personnel Office, 4th floor, Provincial House, Market Street, Bradford, BD1 1NP and should be returned to the Headteacher, Carlton-Bolling School, Undercliffe Lane, Bradford, BD3 0DU by 8 July 1981.
Reference ET 36681/TES. (16063) 063-80

CUMBRIA
COUNTY COUNCIL
ST BENEDICT'S R.C. HIGH SCHOOL
Red Lonning, Whitehaven
(Voluntary aided mixed 11 - 18 years 960 on roll)
Required for September 1981, in this developing Comprehensive School which expects to have its first sixth form in 1982, a Scale 1 teacher of History with Social Studies/Geography.
Further details available on request from the school (0946 - 4688). Comprehensive letters of application including curriculum vitae and names and addresses of at least two referees to the Head as soon as possible. (15037) 063-80

DERBYSHIRE
EDUCATION COMMITTEE
LONG EATON WILSTHORPE SCHOOL
Briar Gate, Long Eaton, Nottm.
Comprehensive 11 - 18. NOR 1400
HUMANITIES DEPARTMENT. Scale 1 post, mainly History with some Mode 1 CSE Social Studies. Interest in Schools Council Project History 13 - 16 desirable. Economics in Upper School possible.
Further details from the Headmaster. Please send C.V. and names and addresses of two referees. (17995) 063-80

HERTFORDSHIRE
COUNTY COUNCIL
Dacorum Division
THE HALSEY SCHOOL
Fennycroft Road, Hemel Hempstead.
Tel: 55466 & 56174
(GROUP 9)
A teacher of HISTORY is required for September next to join a team of teachers in this 11 - 18 school which is expanding at that time. Courses to C.S.E., G.C.E. 'O' and 'A' level are offered and the teacher appointed could share the work at all levels. A commitment to the Schools' Council approach to history would be desirable.
London Outer Fringe allowance payable. Help with housing may be available.
Apply by letter to the Headmaster straightaway naming two referees. (15330) 063-80

HERTFORDSHIRE
COUNTY COUNCIL
Stevenage Division
NOBEL SCHOOL
Telford Avenue, Stevenage, SG2 0AX
(840 boys and girls, all ability, 70 in Sixth Form)
Graduate teacher of History (Scale 1) required for September to join a strong department and eventually share in all levels of teaching to advanced level and university entrance.
Apply to the Headmaster, naming two referees, as soon as possible. Further details on request. (15332) 063-80

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Herts. EN8 9AT
(880 all-ability, mixed, 11 - 18; 120 in Sixth Form)
HISTORY teacher (Scale 1) to A level, with a little junior ENGLISH, required September or January in this grammar-gone-all-ability school. Flourishing departments.
London Fringe. Please apply Headmaster (no forms) with curriculum vitae, naming two referees and stating extra-curricular interests. (15123) 063-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
HARTSDOWN COUNTY SECONDARY SCHOOL
Margate
(Roll 900 Mixed)
Required for September 1981 for one term only, a teacher of History to teach the subject throughout the school, but mainly to the Lower School.
Application forms with the names and addresses of two referees to the Headmaster. (15411) 063-80

LINCOLNSHIRE
KING EDWARD VI SCHOOL
Edward Street, Louth, LN11 9LL.
(Co.educational 420 pupils aged 14 - 18)
(Sixth Form 230)
Required in September a master or mistress to teach History and Economics to GCE Advanced level.
Applications (no forms), including the names and addresses of two referees, to the Headmaster. Closing date 6th July 1981. (14399) 063-80

LONDON, SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for September 1981: Assistant teacher to share in the teaching of History throughout the school to Advanced and University entrance level.
Salary: James Allen's Girls' School Salary Scale (Burnham plus) with Inner London Addition and Government Superannuation Scheme.
Interviews will take place in the week of 29th June - 3rd July.
Apply, with copies of testimonials and the names of two referees to the Head Mistress at the school. (14213) 063-80

SEFTON
METROPOLITAN BOROUGH OF EDUCATION COMMITTEE
STANLEY HIGH SCHOOL
Fleetwood Road, Southport, Merseyside PR9 9TF
GRADUATE TEACHER OF HISTORY (SCALE 1) required for September 1981 to teach to 'O' and C.S.E. levels, Schools Council History Project is widely used in the school.
Apply by letter to the Headteacher, enclosing curriculum vitae, names, addresses and telephone numbers of two referees and a s.a.e (own telephone number should be given). Closing date: 10th July 1981. (15065) 063-80

SUTTON
LONDON BOROUGH OF
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey.
For September, one year only, teacher for Humanities in years 1 and 2 and History throughout the rest of this fully developed six form entry mixed school. Course to C.S.E., G.C.E. 'O' and 'A' level. Established 6th Form. Interest in Sociology an added recommendation.
Apply by letter (with c.v., copy testimonials and referees) to the Headmaster.
London Weighting £498 p.a. (16169) 063-80

Humanities

Heads of Department

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Ave, Bristol BS13 0RL
(Mixed 11 - 18 Comprehensive 1600)
Required for January 1982 - HEAD OF HUMANITIES (Scale 4). The Humanities Faculty consists of History, Geography, R.E., Social Studies and Sociology at present and will include Economics from September 1982.
Further details available. Applications to the Headmaster, with curriculum vitae and names of two referees. (16074) 063-89

Mathematics

Heads of Department

HAMPSHIRE
AMERY HILL SCHOOL
Alton
11 - 16 Comp. Mixed, N.O.R. 900
HEAD OF MATHS - SCALE 4
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head by 3rd July please. (16308) 064-52

SHROPSHIRE
EDUCATION COMMITTEE
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford, TF2 7JR
(11 - 16, 1100 Mixed)
HEAD OF MATHEMATICS (Scale 4) required for January, to lead team of 9. Combination of Modern and traditional methods leading to 'O' level and well-established mode 3 C.S.E.
Full details are available (S.A.E.) from the Headmaster (Telephone Telford 605949) to whom letters of application with curriculum vitae and names of two referees should also be addressed. (15991) 064-52

SOLIHULL
EDUCATION COMMITTEE
LANGLEY SCHOOL
Kineton Green Road, Solihull, West Midlands.
Required September 1981, HEAD OF MATHEMATICS DEPARTMENT, Scale 3. An enthusiastic and experienced Mathematician is required to take charge of a flourishing and progressive Department.
The school is an 11 - 16, purpose-built comprehensive with 800 on roll.
Statistics and Computer Studies are included in couses taught to examination level. The school has two computers.
Applications to the Headmistress giving full details, and the names of two referees. (15525) 064-52

Other Posts on Scale 2 and above

BROMLEY
LONDON BOROUGH OF
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent. BR3 3SJ.
Teacher of Mathematics required from September 1981.
See advertisement listed under Mathematics, Scale 1. (15282) 064-53

ESSEX
THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend on Sea.
(Roll 1020) (11 - 16 All Ability School)
SECOND IN MATHEMATICS DEPARTMENT (SCALE 2)
Required September: Well qualified and experienced teacher. Thorpe Bay High School is a new school opening in September 1981 as a result of the amalgamation of two single-sex schools.
Application forms and further details available from Head Designate, C/o Area Education Officer, Civic Centre, Victoria Avenue Southend-on-Sea, Essex. Closing date 3rd July 1981 (foolscap s.a.e. please). (15486) 064-53

HAMPSHIRE
SOUTH EAST AREA
OAK PARK SCHOOL
Leigh Road, Havant, PO9 2EX
(12 - 16 mixed comprehensive - 930 on roll)
Required for Spring Term 1982 Second in charge MATHEMATICS Faculty with an ability to teach some Science up to 16 +. Scale 3 + SPA.
Apply to Headteacher enclosing s.a.e. for details and application form. (16046) 064-53

HAMPSHIRE
THE WESTGATE SCHOOL
Cheriton Road, Winchester
11 - 16 comp mixed.
MATHEMATICS
Graduate preferred, knowledge of computer work desirable. Scale 2 for suitably qualified and experienced candidate.
Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to Headmistress. (16044) 064-53

LINCOLNSHIRE
BRANSTON SCHOOL & COMMUNITY COLLEGE
ASSISTANT TEACHER
BURNHAM SCALE 2
NOR 1260
Required from September 1981 or January 1982, well qualified enthusiastic teacher, to take responsibility for the further development of the school's well established computer studies subject area. Computer studies are offered at CSE, 'O' and 'A' levels. There will be an opportunity for a suitably qualified candidate to contribute at these levels in the mathematics department.
For forms/details send SAE to the school, Station Road, Branston, Lincoln. Closing date 14.7.81. (14396) 064-53

NEWHAM
LONDON BOROUGH OF
IN-SERVICE EDUCATION CENTRE
New City Road, London, E13.
MATHEMATICS SUPPORT TEAM
TEACHER LEADER
MATHEMATICS SUPPORT TEAM
Scale 4.
Required: September 1981 or as soon as possible thereafter.
An enthusiastic teacher to lead a team of five which gives support to teachers in schools and by in-service courses over the full primary and lower secondary age range.
The Teacher-Leaders should be well qualified mathematically, preferably with experience in a senior post in junior schools, and in leading in-service courses. He/she will be responsible to the Principal Education Adviser. The vacancy occurs due to the present Leader, Mr. R.N. Graham, M.Ed., M.Sc., being appointed Mathematics Adviser in another authority.
London Allowance: £759.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (14031) 064-53

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WALSHAM GIRLS' HIGH SCHOOL
North Walsham NR28 9BZ
13 - 18 years Grammar (360)
Required for September 1981 SCALE 2 Mathematics.
Temporary post, teaching to 'O' and 'A' level. A permanent Scale 3 post is available for suitable candidates able to take up post in September.
Application form and further details (s.a.e.) please from Headmistress. Telephone North Walsham 40241 as soon as possible. (15353) 064-53

REDBRIDGE
LONDON BOROUGH OF
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, IG4 5LP
Telephone: 01-550 2733
Head. M.J. Manuel, M.A.
Required for September 1981: a graduate Mathematician to join a flourishing department, able to teach across the ability range, with statistics to 'A' level. The Department is mainly traditional, with a good record of examination success. The school is a 6 F.E. mixed comprehensive with over 130 in the Sixth Form.
The post is on Scale one, with the possibility of a Scale Two for a suitably qualified applicant; Outer London Allowance of £498 is payable.
Applications should be by letter to the headmaster at the school as soon as possible. (16301) 064-53

SURREY
FARNHAM HEATH END SCHOOL
(Comprehensive 12 - 16 years).
Mathematics teacher (Scale 3) for strong team to introduce wide computer applications.
Details from Head Farnham 723845. (15029) 064-53

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
150 (M) Sixth form 190
Required for September 1981, teacher of Mathematics, Scale 1, for this large and important department with substantial commitments at 'A' level in Mathematics and Computer Science. Vacancy to meet additional Sixth form demand, ability to teach to this level would therefore be advantageous. Full on-line computer facilities.
Application forms are obtainable from and returnable to the Head at the school (SAE please). (15338) 064-80

BEDFORDSHIRE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Beds
Headmaster: N B Lister
Telephone: Toddington 4250
Group 11 1015 on roll
Required for September 1981, a temporary Teacher of Mathematics, Scale 1, to cover the maternity leave of the present post holder. The post will probably be temporary for one term to 31st December 1981. An ability to teach SMP Mathematics to 'A' level essential.
An interest in statistics and computer studies would be an advantage. Forty-seven students are presently studying 'A' level Mathematics.
Application forms and further details from the Headmaster, s.a.e. please. (15497) 064-80

BEDFORDSHIRE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Beds.
Headmaster: N. B. Lister
Telephone: Toddington 4250
Required for September, 1981, a well qualified Graduate Teacher of Mathematics, Scale 1, for a temporary post for the Autumn Term 1981 only. Ability to teach SMP Mathematics to 'A' level essential. An interest in statistics and computer studies would be an advantage. Forty-seven students are at present studying 'A' level Mathematics.
Application forms and further details from the Head, s.a.e. please. (15495) 064-80

BERKSHIRE
WESTGATE COUNTY SECONDARY SCHOOL
Cippenham Lane, Slough.
N.O.R. 520
Required for September, TEMPORARY TEACHER OF MATHEMATICS (Scale 1) to cover maternity leave. (This could develop into a permanent post). Candidates will teach Mathematics throughout the school including examination work at different levels.
Letters of application to the Headmistress, with names of two referees (s.a.e.). Closing date 13 July. (17882) 064-80

BROMLEY
LONDON BOROUGH OF
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent. BR3 3SJ
A teacher of MATHEMATICS is sought for September, 1981, able to make a lively, committed contribution to a rapidly developing department. Scale according to qualifications and experience: a newly qualified teacher would be considered. London Area Allowance payable.
This is an 11 - 18 school with a fully comprehensive intake. Mathematics is well-established at sixth form level. Computer education is taken very seriously, and several members of the department are active in teaching it. An interest in curriculum development would be a particular recommendation.
Application is by letter to the Headmaster at the school, giving details of two referees. (15278) 064-80

BROMLEY
LONDON BOROUGH OF
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
(1280 boys, 120 in sixth form)
A full-time teacher of Mathematics is required in this fully comprehensive six form entry boys' school for September, 1981. Courses are run to C.S.E., 'O' and 'A' level; a micro computer has recently been acquired and relevant courses are being developed. About 45 boys at present are following 'A' level courses in Mathematics.
Letters of application and the names of two referees should be sent to the Headmaster as soon as possible. (15276) 064-80

CUMBRIA
RICHMOND SCHOOL
Whitehaven.
(Mixed Comprehensive 11 - 16 years, 558 on roll)
Required for September 1981 an Assistant Teacher of Mathematics/Science. Scale 1.
Comprehensive letters of application, giving curriculum vitae and names and addresses of two referees to the Head as soon as possible. (18049) 064-80

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme
REDRUTH SCHOOL
Tolgus School, Redruth, Cornwall TR15 1TA
Group No: 13
No. on Roll: 1868
Sixth Form of: 196
MATHEMATICS - Scale 1
Required for September 1981, a teacher of Mathematics (permanent or temporary post possible).
Redruth School is an 11 - 18 mixed comprehensive school of 1868 pupils. The school is a split site on one campus.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.
Closing date: as soon as possible. (18898) 064-80

CUMBRIA
COUNTY COUNCIL
SALTERBECK SCHOOL
Workington.
(mixed comprehensive 11 - 16 years 711 on roll)
Required for September 1981 an Assistant Teacher of Mathematics/Science. Scale 1.
Letters of application to the Head as soon as possible. (17885) 064-80

DERBYSHIRE
EDUCATION COMMITTEE
High Peak & West Derbyshire Area
CHARLES WHITE SCHOOL (MIXED)
Starkholmes Road, Matlock, Derbyshire
Roll 500
Age Range 11/16
Applications are invited for an Assistant teacher (Scale 1) to teach Mathematics at the above Secondary School, from 1st September, 1981, if possible.
Apply by letter, giving details of age, qualifications and experience to the Headmaster at the school by Thursday, 2nd July, 1981, together with the names of two referees and s.a.e. (18898) 064-80

DONCASTER
MEXBOROUGH SCHOOL
Maple Road, Mexborough S64 9SD
Telephone: Mexborough 583858
Required for September 1981 - Teacher of Mathematics, Scale 1, to join a strong traditional department. This is a temporary post which has occurred by a member of staff taking maternity leave. There is a strong possibility of the post becoming permanent, work is available to all levels.
Applications in writing with SAE please, to the Headmaster as soon as possible. (17863) 064-80

ESSEX
CHELMER VALLEY HIGH SCHOOL
(Roll 1252 inc. 144 in VIth form)
Court Road, Broomfield, Chelmsford CM1 5ER
(Tel: 0245 440232)
TEACHER OF MATHEMATICS SCALE 1.
Required September, with interest in S.M.P. essential, and in Computing - desirable.
THE MANNINGTREE SCHOOL
(Roll 680)
Colchester Road, Lawford, Manningtree.
Tel: Manningtree 2852
TEACHER OF MATHEMATICS SCALE 1.
For September 1981. Good facilities, including computer link.
For above two posts - curriculum vitae and names of two referees to the Headteacher concerned as soon as possible (foolscap s.a.e. please).
THORPE BAY HIGH SCHOOL
(Roll 1020)(11 - 16 All ability school)
Southchurch Boulevard, Southend on Sea.
MATHEMATICS TEACHER SCALE 1
Required September: Well qualified Mathematics teacher. Opportunity for enthusiastic teacher to be part of a team developing the subject in this new school opening September 1981 as a result of the amalgamation of two single-sex schools.
Application forms and further details available from Head Designate, c/o Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex.
Closing date 3rd July, 1981 (foolscap s.a.e. please). (16180) 064-80

HAMPSHIRE
THE WAYVERN SCHOOL
Fair Oak
11 - 16 Comp. Mixed; 1230 on roll
Mathematics (with Remedial or Computer Studies). First teaching appointments welcome.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (15310) 064-80

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, RG24 9AB
11 - 16 Mixed Comprehensive
N.O.R. 1100
Required September 1981 or January 1982 Scale 1 Teacher of Mathematics with Biology and General Science.
Applications with curriculum vitae and names and addresses of two educational referees should be sent to the Headmaster at the School. (16050) 064-80

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex
Tel. No: 01 427 3366
Teacher of Mathematics required for September in this 12 - 16 Mixed High School, to teach the subject throughout the school to 'O' Level and CSE standard. The Department has a high level of success in examination work.
Application forms from and to be returned to Headteacher by 9th July.
Please enclose stamped addressed envelope. (15839) 064-80

HAVERING
LONDON BOROUGH OF
DUKE'S FALLS SCHOOL
(Roll 610 Co.Ed)
Wingletye Lane, Hornchurch, Essex RM11 3TB
Telephone: Hornchurch 55338
Headteacher: A. W. Grantham, B.Sc.
MATHEMATICS, SCALE 1
Required September 1981 to teach the subject to CSE/GCE. Interest in computing would be an advantage. Ideal post for a probationer.
Letters of application should be sent to the Headteacher giving full curriculum vitae and names of two referees. Closing date: 14 days after the appearance of this advertisement. (16049) 064-80

London Borough of ENFIELD
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts. Unless otherwise stated, application forms (foolscap s.a.e.) available from the Head of the School.

Required for September 1981, or as soon as possible thereafter:

SENIOR TEACHER SCALE
EDMONTON SCHOOL
Gt. Cambridge Road, Enfield, Middx. EN1 1HQ.
(Mixed Comprehensive) Roll 1400
Required January 1982, or earlier if possible.

SENIOR TUTOR
to assist the Second Master with the day-to-day running of the Lower School.

SCALE 1 POSTS
ARNOS SCHOOL
Wilmer Way, Southgate, London N14 7HY
(Mixed Comprehensive) Roll 880

(a) BOYS' GAMES & PHYSICAL EDUCATION, with some RELIGIOUS STUDIES & ENGLISH
School on one site, with sports hall and playing field attached.

(b) HUMANITIES, (Religious Studies) plus two subjects from — Economics, History, Social Studies.

SOUTHGATE SCHOOL
Sussex Way, Cockfosters, Herts EN4 0BL
(Mixed Comprehensive) Roll 1460

FRENCH for Years 1-5, up to 'O' and CSE level.

SALISBURY SCHOOL
(New Mixed Comprehensive) opening in September 1981, Roll approx 850.

TECHNICAL STUDIES
Newly qualified teacher considered.
Application forms from Head Teacher designate, c/o Mandeville School, Cuckoo Hall Lane, Edmonton, London N9 8DR.

ENGLISH AS A SECOND LANGUAGE
Primary and Secondary posts. Scale 2 available to experienced and qualified teachers.
Application forms (s.a.e.) from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, for return to Mrs Harper, English Language Centre, Tile Kiln Lane, London N13 6BY by 3rd July 1981.

For above Posts:
London Allowance £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

SECONDARY MATH. SCALE 1
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs.
DY13 8AX
(13 - 18)
Required for September 1981, MATHEMATICS - Scale 1 to teach initially across the ability range and up to 'O' level in the main school.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15437) 064-80

HILLINGDON
LONDON BOROUGH OF
TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD
(Number on roll - 1089, 82 in sixth form)
Required in September, a teacher of Mathematics, ability to teach Computer Studies advantageous.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance payable. (16311) 064-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
HALEY LAMBERT HIGH SCHOOL
Reckitt Avenue, Hull
Head: J. Andrews, B.A.
Required for September, a temporary teacher of MATHEMATICS (Scale 1) to cover a maternity leave. The timetable will comprise of work with each year over the whole ability range.
This is a mixed 13 - 18 comprehensive school of 800 pupils.
Application forms available from the Head should be returned by 8th July, 1981. (16038) 064-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R. O. Barson, B.A.
Sheppey Comprehensive mixed upper school 13 - 18 years.
2000 on roll
FACULTY OF MATHEMATICS.
Scale 1 Teacher of Mathematics required for September 1981. Work available at all ability levels across the age range, including examination work.
Letters of application, together with curriculum vitae and names and addresses of two referees to the Headmaster, The Sheppey School, Minster Road, MINSTER, SHEPPEY, Kent, as soon as possible. SEVENOAKS DIVISION
EDEN VALLEY SCHOOL
Fircroft Road, Edenbridge, Kent
Mixed, 500 13 - 18 mixed
Required for September 1981 a teacher of MATHEMATICS - Scale 1
Application forms and further details obtainable from the Headmaster at the school, s.a.e., to be returned by Friday, 3rd July 1981. (16005) 064-80

LEICESTERSHIRE
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley
In the Leicestershire plan for the organisation of secondary education Upper 14-18
Roll 1760
MATHEMATICS - Scale One
Required August, teacher of Mathematics to C.S.E, 'O' and 'A' level. Particular interest in statistics an advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15431) 064-80

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September unless otherwise stated.

CATHAYS HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
ENGLISH: SCALE I
Temporary for one year: An honours graduate to teach the subject throughout the school in a traditionally strong and active department. Advanced Level work is available for a suitable applicant.
LLANEDEYRN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
REMEDIAL: SCALE I + SPA PART-TIME
Temporary for one year: Part-time teacher (3 days per week) suitably qualified and interested to assist with the teaching of pupils with learning difficulties within the Department of Special Education.
LLANRUMNEY HIGH SCHOOL, Cardiff (11-18 Comprehensive) 7 Form Entry
HEAD OF MATHEMATICS: SCALE 4 + SPA
Required for January 1982 or earlier if possible, experienced graduate to be responsible for the organisation and teaching of the subject up to and including 'A'
[illegible]
GLANTAF HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
MATHEMATICS: SCALE I
To teach the subject throughout the school. The school offers a full range of Mathematics courses including Computer Studies.
PHYSICAL SCIENCES: SCALE I
Teacher of Physical Sciences required to work in Lower and Middle Schools. [illegible] with Mathematics will be required.
REMEDIAL: SCALE I
Temporary for one year. A teacher for Remedial Education and Boys' Games, who [illegible] all levels but preferably with older pupils.
HOME ECONOMICS: SCALE I
Temporary for one year — A teacher of Home Economics throughout the school. [illegible] will be on Cookery, but an ability to help with Needlework would [illegible] advantage.
[illegible] FAWR COMPREHENSIVE SCHOOL, Llantwit Major (11-18) 7 Form Entry
CRAFT, DESIGN AND TECHNOLOGY: SCALE 2
Required for January, 1982, to teach Metalwork and Engineering Drawing up to 'A'
[illegible] HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
SPECIAL EDUCATION: Scale 1 + SSA
[illegible] to take charge of a class of E.S.N.(M) pupils. This is a temporary [illegible] for one year.
[illegible] MOSTYN R.C. HIGH SCHOOL, Cardiff (11-18 Comprehensive) 7 Form Entry
GENERAL SUBJECTS: SCALE I (Part-Time)
[illegible] one year, part-time (half-time) to teach General Subjects in the [illegible]
[illegible] SCALE I
[illegible] one year: A graduate to teach English throughout the school from year [illegible] whole ability range.
[illegible] R.C. COMPREHENSIVE SCHOOL, Barry (11-18) 3 Form Entry
[illegible] year: Suitably qualified teacher to teach English to years 1-4. An [illegible] would be an advantage.
[illegible] may be obtained on receipt of a stamped addressed [illegible] from the undersigned, to whom completed forms should [illegible] within 14 days of the appearance of this advertisement.
[illegible] Director of Education, Education Offices, Kingsway, Cardiff.
TESD78

LINCOLNSHIRE
STAMFORD FANE COUNTY SECONDARY SCHOOL
Scale 1 - Roll 650
ASSISTANT
Required from autumn term 1981 or as soon as possible thereafter, teacher of Mathematics. A well qualified specialist is sought to teach the subject throughout the school, including remedial groups and CSE classes. Emphasis in Mathematics is traditional, although some aspects of modern mathematics is included in the syllabus.
Further particulars and forms from the Headmaster, Fane County Secondary School, Green Lane, Stamford, Lincs (s.a.f.s.) Closing date 10 July. (14388) 064-80

LONDON
SKINNERS COMPANY'S SCHOOL FOR GIRLS,
117 Stamford Hill, N16
Tel. 800 7411
Required in September, a full time teacher to join the Mathematics Department. Scale 1.
Please telephone for details. (15479) 064-80

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GREAT YARMOUTH HIGH SCHOOL
Salisbury Road, Gt. Yarmouth
(for initial appointment to the Hospital School 1981-2)
Scale 1 Teacher of Mathematics required for September, 1981 An ability to teach the subject throughout the School and up to C.S.E. and 'O' Level.
Application forms and further details may be obtained on receipt of S.A.E. from the Headmaster, Great Yarmouth Grammar School, Salisbury Road, Gt. Yarmouth. (15258) 064-80

NORTH YORKSHIRE
COUNTY COUNCIL
LADY LUMLEY'S SCHOOL
Pickering
11 - 18 mixed comprehensive, 830 on roll (Sixth Form 100) situated in an attractive market town on the southern edge of the North Yorkshire Moors.
Required September, 1981, TEMPORARY (ONE TERM ONLY) teacher of MATHEMATICS to teach Mathematics at all levels in the School up to Pure Mathematics at 'A' level. A scale 2 post may be available for a suitably qualified and experienced applicant. The vacancy for a permanent teacher from 1 January, 1982 will be advertised next term.
Apply by letter (no forms) immediately to the Headmaster, Lady Lumley's School, Swainsea Lane, Pickering, North Yorkshire YO18 8NG, enclosing full curriculum vitae and the names addresses and telephone numbers of two referees. (17893) 064-80

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
(Billing Road, Northampton NN1 5RT)
Required for September at this Upper School for Boys aged 13 - 18, a teacher of Mathematics. The appointment is for one year only, and the teaching programme can be adapted to suit the applicant. Boys are prepared for examinations at 'A', 'O' and CSE levels. Applicants seeking a part-time appointment will be considered.
For further details please write to the Headmaster at the school. (17982) 064-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
GEDLING SCHOOL
Wollaton Avenue, Gedling, Nottingham NG4 4HX.
Acting Headmaster: E.A. Spencer.
Mixed: 1100 (11 - 18)
Applications are invited from suitably qualified teachers for the following post. For September, teacher (Scale 1) of Computing Studies and Mathematics with a possibility of some 'A' level work.
Applications (no forms) to the Acting Headmaster, with names of two referees, as soon as possible. (17991) 064-80

OXFORDSHIRE
COUNTY COUNCIL
SEGSBURY SCHOOL
Challow Road, Wantage, Oxon
Required for September 1981, a temporary teacher of Mathematics for two years due to secondment with the possibility of becoming permanent. S.M.P. Maths is taught and a willingness to help with the expanding programme in Computer Studies would be an advantage.
Application forms and further particulars available from the Headteacher. S.A.E. please. (16147) 064-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead E11
Telephone: 01 989 9052
Head: Michael Wootton
Required from September 81: a teacher of Mathematics for this 11 - 18 mixed comprehensive school. Good applicants offering General Subjects with Mathematics would be considered. The post is on Scale 1 with Outer London Allowance of £498.
Applications should be by letter, giving details of age, education and qualifications and names and addresses of two referees, to the Headmaster at the school as soon as possible. Further details are available from the Headmaster. (17834) 064-80

REDBRIDGE
LONDON BOROUGH OF
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT
Telephone: 01-554 8935
Head: Miss M.B. Evans, M.A.
Required for September 1981: A qualified teacher of Mathematics for this 11 - 18 mixed 7 F.E. Comprehensive school with over 130 in the Sixth Form. There is the possibility of 'A' level work for a suitable candidate.
The post in on Scale One with Outer London Allowance of £498.
Apply by letter to the Head at the School, giving details of qualifications etc. and the names and addresses of two referees as soon as possible. (16303) 064-80

REDBRIDGE
BEAL HIGH SCHOOL
See under Post on Scale 2 and above. (16302) 064-80

RICHMOND UPON THAMES
LONDON BOROUGH OF
WALDEGRAVE SCHOOL FOR GIRLS
Fifth Cross Road, Twickenham, Middlesex TW2 5LH
Headmistress: Miss L.R. Kirkley, B.A.
This 11 - 16 comprehensive school drawing girls from a wide residential area was established last September by the amalgamation of two girl' schools. At present the sites of both contributory schools are used, but by 1984 it will be a 6 f.e. school using one site only.
A teacher of Mathematics, Scale 1, is required in September to join a strong team. The subject holds a good record of success at both 'O' and C.S.E. Level.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmistress at the school by 8th July 1981. (16071) 064-80

SHROPSHIRE
ADAMS' GRAMMAR SCHOOL
Newport, Shropshire.
Haberdashers' Company Voluntary Aided School 400 Boys, including 120 boarders and 95 in the Sixth Form.
Required for September 1981, a well qualified teacher of MATHEMATICS, to join a vigorous and successful department. Experience of micro computers would be helpful though not essential. This could be a resident post with free board and lodging provided in return for boarding assistance.
Opportunities for involvement in music, drama, games (rugby, hockey cricket, Athletics, etc) and outdoor pursuit. The School has its Own cottage in Wales.
Applications (no forms) to the Headmaster with the names of two referees as soon as possible. (15349) 064-80

SHROPSHIRE
EDUCATION COMMITTEE
STIRCHLEY UPPER SCHOOL
District Centre, Stirchley, Telford, Shropshire
(13 - 18)
SCALE I MATHS TEACHER
Opportunity to gain range of teaching experience in growing department. Housing available.
Further details from the Head. (SAE). (15121) 064-80

SURREY
FARNHAM HEATH END SCHOOL
Comprehensive 12 - 16 years
Required September; qualified teacher to join successful team.
Forms and details from Head, Farnham 723845. (15032) 064-80

WAKEFIELD
CITY OF METROPOLITAN DISTRICT COUNCIL
WAKEFIELD THORNES HOUSE SCHOOL
(Mixed Comprehensive (13 - 16) (1194 on roll)
Required for September 1981, a TEACHER OF MATHEMATICS, (Scale 1) to join a young and progressive Department.
Application forms available, on receipt of a s.a.e. from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement. (15095) 064-80

WILTSHIRE
EDUCATION COMMITTEE
DORCAN SCHOOL
St. Pauls Drive, Covingham, Swindon, Wilts
Headmaster: Edward Wells, M.A.
Required for September, a Mathematician to teach in Lower & Middle School. Dorcan is a purpose built 11 - 18 school which will have 1,200 pupils next term.
Intending applicants should obtain full particulars (s.a.e. please) before submitting an application. (13206) 064-80

WILTSHIRE
PENHILL SECONDARY SCHOOL
Cricklade Road, Swindon, SN2 5AR
Headmaster: T.K. Hancock BA
(11 - 14 years: 700 on roll)
Required September 1981, or as soon as possible, thereafter, TEACHER, Scale 1, for MATHEMATICS. Please state additional subjects offered.
Letters of application, together with names and addresses of two referees, to the Headmaster. (15070) 064-80

Modern Languages

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE ABBEY HIGH SCHOOL
Easemore Road, Redditch, Worcs. B98 8RB.
(13 - 18)
Required for September, 1981 or January, 1982. Head of French (Scale 3), within the Department of Classical and Modern Languages. This post involves responsibility for all aspects of French teaching and departmental administration throughout the school. The successful candidate will be a lively, capable and experienced teacher of French up to 'A' and 'S' levels, with a first-class knowledge of the variety of approaches available in the teaching of Modern Languages.
He/she must have the ability to teach German at least to 'O' level. Modern languages constitute a popular option in the VIth Form, with between 12 and 15 candidates for 'A' level French each year.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15012) 065-52

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell, Nottingham NG6 8AQ.
Headmaster: E.R. Turrent, M.Ed.
Mixed: 1205 (11 - 16)
Applications are invited from suitable qualified teachers for the following post. For January, or earlier if possible, qualified and experienced teacher (Scale 3) as Head of Modern Languages (French and German).
Further details available (s.a.e.) from the Headmaster.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (17985) 065-52

SURREY
EDUCATION COMMITTEE
GLEBELANDS SCHOOL
Cranleigh
(13 - 18)
HEAD OF MODERN LANGUAGES Scale 3 required Sept. 1981 or as soon as possible thereafter. Appropriately qualified and experience teacher as Head of flourishing Dept. GERMAN specialist preferred.
Apply to Head, Tel: Cranleigh 5248. (17864) 065-52

Other Posts on Scale 2 and above

LONDON
CHIGWELL SCHOOL
Essex.
Graduate required September 1981 to teach French. (See INDEPENDENT SCHOOLS). (17860) 065-53

MERTON
LONDON BOROUGH OF EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey.
Headteacher: J.P. Attree B.Sc. J.P.
Tel: 648 - 4904
Age Range: 13 - 18 years
No. on Roll: 720 pupils.
Required for two terms from mid-October a Scale 2 teacher of GERMAN.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15225) 065-53

WILTSHIRE
COUNTY COUNCIL
HIGHWORTH COMPREHENSIVE SCHOOL
Highworth, Nr. Swindon, Wilts.
No. on Roll: 850 mixed
HEAD OF GERMAN, SCALE II
Re-advertisement
Required for September 1981 or January 1982, a Head of German in this 11 - 16 Comprehensive School to teach the full age and ability range up to 'O' level.
Highworth Comprehensive School is housed in modern buildings situated in attractive rural surroundings on the southern edge of the town. Highworth is a pleasant country town, five miles north of Swindon and only five miles from the Thames at Lechlade.
Applications by letter as soon as possible to The Headmaster giving full details of qualifications and experience and the names and addresses of two persons who may be contacted for a reference. (15328) 065-53

Scale 1 Posts

AVON
STOCKWELL HILL SCHOOL
Westerleigh Road, Downend, Bristol BS16 6XA
Teacher of FRENCH to C.S.E/'O' Level required for September on a one year contract to 31st August 1982.
This mixed 11 - 16 school is scheduled to amalgamate with a neighbouring school in September 1982 to form a new co-educational County Secondary School (Downend School).
Applications by letter naming two referees with C.V. to the Headmaster. (15870) 065-80

BARKING & DAGENHAM
LONDON BOROUGH OF
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1047)
Dagenham Road, Dagenham, Essex.
Required for September 1981 or as soon as possible. MODERN LANGUAGES - A teacher of French for work mainly in the Junior part of the School. Scale 1.
London Addition £750 p.a. Reimbursement of removal expenses in approved cases.
Applications to the Head Teacher (s.a.e.) as soon as possible. (16176) 065-80

BARKING & DAGENHAM
LONDON BOROUGH OF
Applications are invited from assistant teachers to fill three vacancies in Modern Languages. Scale 1.
London Addition £759 p.a. Reimbursement of removal expenses in approved cases.
Application forms available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex. (16177) 065-80

BARNET
LONDON BOROUGH OF
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, Finchley, N12.
01-445 0105.
V.A. Comprehensive. Roll 1019 Boys. Sixth form 175.
Required September 1981. Graduate part-time teacher of FRENCH - some Spanish would be useful - for 2 to 2½ days weekly. Scale 1.
Application form and further details from Headmaster (S.A.E.). (15048) 065-80

BEDFORDSHIRE
SOUTHERN AREA
BEECH HILL HIGH SCHOOL
Dunstable Road, Luton, Beds.
Headmistress: Mrs. V. Mitchell-Rawles, O.B.E., M.Ed.
Required for September 1981, a teacher of French, Scale 1 + SPA, able also to offer either some English or Girls' P.E. The vacancy is in a mixed comprehensive High School in the 11 - 16 age group with just under 600 pupils from multi-cultural backgrounds on roll. It is hoped to appoint a well-qualified and enthusiastic teacher who is prepared to be wholly involved in a stimulating and outgoing educational environment, and able to teach across the entire age ability range up to and including C.S.E. and G.C.E. levels.
Full or part-time considered.
Application forms are obtainable from and returnable to the Headmistress at the school (sae please). (15494) 065-80

BERKSHIRE
THE PIGGOTT SCHOOL,
Twyford Road, Wargrave, Berkshire
N.O.R. 1,000
Required for September an assistant TEACHER OF FRENCH, (Scale 1), possibly offering German, to join a well-established Modern Languages Department, where both subjects are taught to 'A' level standard.
Applications to the Headmaster with curriculum vitae and names and addresses of two referees (s.a.e.). Closing date 13 July. (17875) 065-80

BEXLEY
LONDON BOROUGH OF
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent, DA6 7AB
Tel: 01-304 8311
Temporary teacher of French required from 1st September 1981 to cover pregnancy leave of post holder.
L.A.A. £498. Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmistress. (15316) 065-80

BURY
METROPOLITAN BOROUGH OF
PARRENTHORN HIGH SCHOOL
Heywood Road, Prestwich M25 5QR
TEACHING APPOINTMENT
Teacher (Scale 1) for French, preferably with German to teach the subjects to C.S.E. or 'O' level.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by the 7th July, 1981. (15456) 065-80

CAMBRIDGESHIRE
NORTHERN AREA
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough, PE4 8DF
(11 - 18)
Tel: Peterborough 267069/266975
Principal: Mr. M. R. C. Jones, B.Sc.
GROUP 12 ROLL 1007
Required for September 1981:
Teacher of Modern Languages (Scale 1) to teach French plus some some German throughout this new and expanding community school.
Possibility of assistance with housing in appropriate cases.
Application by letter enclosing curriculum vitae together with the names and addresses of two referees direct to the Principal at the above address as soon as possible. (15257) 065-80

DERBYSHIRE
SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby DE2 3AR
Tel: 760174
Required for September, a temporary teaching of German and/or French to replace a teacher on Maternity Leave.
The post could be available until 1st May, 1982.
Application and further particulars are available from the Headmaster at the school. Telephone enquiries welcome. (16463) 065-80

ESSEX
THE GILBERD SCHOOL
North Hill, Colchester.
(Roll 868)
Tel: 77368
MODERN LANGUAGES SCALE 1.
September 1981. Qualified graduate French and German, examination work available. Expanding school part selective. Temporary one year initially.
ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Patching Hall Lane, Chelmsford, CM1 4DJ.
(Roll 1000)
Tel: Chelmsford 354009
TEACHER OF FRENCH, SCALE 1.
Required September. A qualified teacher of French able to teach all age groups.
For both posts - Curriculum vitae and names of referees to the Headteacher concerned WITHOUT DELAY. (foolscap s.a.e. please). (16183) 065-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN, THE DYSON PERRINS C.E. HIGH SCHOOL
Yates Hay Road, Malvern, Worcs. HR14 1LJ
(11 - 18)
Required for September, 1981, Assistant Teacher of French (Scale 1). Ability to teach to 'A' level essential. Graduate preferred.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15445) 065-80

HUMBERSIDE
EDUCATION DEPARTMENT
East Riding Division
SOUTH HUNSLEY SCHOOL
Melton, North Ferriby, North Humberside, HU14 3HS
FRENCH TEACHER (SCALE 1)
Required for September, 1981 a graduate teacher of FRENCH, to teach the subject up to and including Advanced Levels. Ability to offer a second language (German or Spanish) would be helpful.
Set in rural surroundings eight miles west of Hull, this co-education al, fully comprehensive school (1620 on roll with 165 in the Sixth Form) offers excellent facilities for study including specialist language rooms in Lower, Middle and Upper School. These include two language laboratories. The school is set in twenty acres of playing fields and has a sports complex which contains a heated, covered, swimming pool.
Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 6th July, 1981. (16084) 065-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Swale Division
SITTINGBOURNE ROWENA HIGH SCHOOL FOR GIRLS
GROUP 10
Teacher for French, Scale 1, required September. Courses incorporate C.S.E. and G.C.E. 'O' level work. Due to maternity leave of member of staff. Post initially for one term, but may become permanent.
Letter of application with curriculum vitae and names of two referees to the Headmistress, Rowena High School for Girls, Swanstree Avenue, Sittingbourne, Kent. (15403) 065-80

LEICESTERSHIRE
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester
Comprehensive 11 - 18
A new 11 - 18 community College, due to open in August (years one and two only) and designed to eventually accommodation 1200 pupils)
MODERN LANGUAGES
Scale one
Required August, enthusiastic and committed teacher. French will be taught as the first modern language using a graded assessment scheme. Please state second subject.
Details available (SAE). Apply immediately to the Principal, Mr. C. Ingleton, BA. c/o Room 134, Education Department, County Hall, Glenfield, Leicester. LE3 8RF. (15433) 065-80

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
(Co-educational; 1430 pupils: 11 - 18; 6th form 175)
Required for September 1981, TEACHER (Scale 1) preferably with main GERMAN (up to University Entry) and supporting French.
Temporary appointment owing to maternity leave. A permanent post may become available during the term.
Applications immediately, in writing, with curriculum vitae, and the names of two referees should be sent to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire. (17697) 065-80

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley, Middlesborough, TS9 5AL
Required for September (or as soon as possible thereafter), a teacher of MATHEMATICS (Scale 1) for this mixed 11 - 18 comprehensive school (Roll 1,280).
Further details are availible on request (s.a.e. please) from the Headmaster at the school.
Applications should be returned to the Headmaster within 10 days of the appearance of the advertisement. (17698) 065-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRAMCOTE HILLS COMPREHENSIVE SCHOOL
Moor Lane, Bramcote, Beeston, Nottingham NG9 3GA
Headmaster: J. Pitts, M.A.
Mixed: 1400 (11 - 18).
Applications are invited from suitably qualified teacher for the following post. For September, teacher (Scale 1) of French to 'O' level standard. Ability to teach English to Lower School pupils an advantage.
Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (17988) 065-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
FRANK WHELDON COMPREHENSIVE SCHOOL
Coppiswell Road, Carlton, Nottingham NG4 3SH
Headmaster: M.E. Hutchinson, M.A.
Mixed: 1400 (11 - 18)
Applications are invited from suitably qualified teachers for the following post. For September (or January) teacher (Scale 1) of French with some German to teach to all ages and abilities. Examination work available to qualified person.
Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (17989) 065-80

SECONDARY MOD. LANGUAGES
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

SCONCE HILLS HIGH SCHOOL
Windsor Road, Newark, Notts. NG24 4HS.

Headmaster: D.H. Rees B.Ed., A.C.P., F.R.S.A.
Mixed: 720 (11 - 14)

Applications are invited from suitably qualified teachers for the following post. For September, or as soon as possible thereafter, qualified teacher (Scale 1) of French and German.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (17992) 065-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

WEST BRIDGFORD COMPREHENSIVE SCHOOL
Loughborough Road, West Bridgford, Nottingham, NG2 7FA.
Headmaster: B.A. Marden, B.Sc.
Mixed: 1250 (11 - 18)

Applications are invited from suitably qualified teachers for the following post. For September, teacher (Scale 1) to teach French throughout the school and German from Year 2 including 'O' level, C.S.E. and Sixth Form courses. Interests in out of school activities important.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (17993) 065-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

BECKET R.C. (AIDED) COMPREHENSIVE SCHOOL
Ruddington Lane, Wilford, Nottingham.
Headmaster: T.Dillon, B.A.
Mixed: 950 (11 - 18)

Applications are invited from suitably qualified teachers for the following post. For September, two graduate teachers (Scale 1) of French and German, able to teach to all levels including 'A' level.

Help with extra curricular activities e.g. rowing/music would be an advantage

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (17994) 065-80

REDBRIDGE
LONDON BOROUGH OF
SECONDARY EDUCATION

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT

Telephone: 01-554 8935
Head: Miss M.B. Evans, M.A.

Required from Sepember 1981 a teacher of German to teach to 'A' level in this 7 F.E. mixed 11 - 18 comprehensive school with 185 in the sixth form. The ability to offer some School French would be essential. The post is on Scale 1 with Outer London Allowance of £498.

Forms and further details are available from the Head at the School, to whom completed applications are returnable as soon as possible. (17887) 065-80

SURREY
EDUCATION COMMITTEE
FULLBROOK SCHOOL
(12 - 18)
Weybridge.
FRENCH teacher, Scale 1. Preferably but not essentially with subsidiary Spanish. 'A' level work offered to suitably qualified candidate.
Apply to Head. Tel: Byfleet 49301. (15626). 065-80

WARWICKSHIRE

MYTON SCHOOL
Myton Road, Warwick, CV34 6PJ

(12 - 18 Co-educational comprehensive school of 1200 pupils situated on an outstanding site near the castle and river)

Required September 1981, assistant teacher of German. Candidates should be well qualified graduates teacher of German, offering French as a subsidiary. Ability to take some Latin, if required, an advantage. Courses well established to 'O' and 'A' levels. Post will, in first instance, be offered as temporary one term appointment to cover maternity leave but may well be confirmed as permanent at a later stage.

Apply by letter to Head at the School giving full curriculum vitae and names and addresses of 2 referees (SAE please). (17888) 065-80

WAKEFIELD
CITY OF
METROPOLITAN DISTRICT COUNCIL

OUTWOOD GRANGE SCHOOL

Mixed Comprehensive (11 - 18) (1894 on roll)

Required for September 1981, a well qualified TEACHER OF FRENCH to join a strong and successful Modern Language Department. Possibility of teaching at all levels to 'A' level. The person appointed will also be involved in the teaching of European Studies. Ability to teach German would be an asset but not essential.

PONTEFRACT CARLETON HIGH SCHOOL

Mixed Comprehensive (11 - 18) (1000 on roll)

Required for September 1981, an ASSISTANT TEACHER OF FRENCH (Scale 1).

Application forms available, on receipt of a s.a.e) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement. (15081) 065-80

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
HEATHCOTE HIGH SCHOOL
Normanton Park, London, E4 6ES
Headteacher: Mr R. A. Rose B.A.
REQUIRED FOR SEPTEMBER 1981, TEACHER OF FRENCH SCALE 1 required in this Mixed Comprehensive School for pupils aged 11 - 14 years (750 on roll) to join a flourishing Modern Languages Department. The ability to teach music could be an advantage.
Application form and further details available on receipt of s.a.e. from Head Teacher.
Closing date 8th July, 1981. (16165) 065-80

Music

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY GIRLS HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmistress: Mrs. S. Thornhill
N.O.R. 1070 11 - 16 girls.
Required for September 1981, or as soon as possible thereafter, Head of Music, Scale 3, with responsibility for class teaching throughout the school and exam classes to 'O' level in 4th and 5th Year. There is a strong tradition of choral work and orchestra and candidates are sought who are keen to maintain and develop these aspects of music.
Council accommodation may be available in certain cases.
Application forms are obtainable from and returnable to the Headmistress at the school. (SAE please). (15340) 066-52

HAMPSHIRE
THE WYVERN SCHOOL
Fair Oak
11 - 16 Comp. Mixed 1230 on roll
Head of Music for January 1982 Scale 3.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (16042) 066-52

SURREY
ST. PETER'S AND MERROW GRANGE SCHOOL
Horseshoe Lane, Guildford, GU1 2TN
Guildford 34654
DIRECTOR OF MUSIC
Required in January - Head of Music for this Grade 4 post to organise practical music making and to teach up to 'A' level and University entrance. The post involves the Direction of the Merrow Grange Music Centre, where individual instrumental lessons are given by peripatetic teachers to over 200 pupils aged 7 and over from various schools in Guildford. The School and the Music Centre have well established choirs, a string group, orchestras and military band.
Apply immediately by letter to Headmaster - closing date 7 July 1981. (15071) 066-52

Other Posts on Scale 2 and above

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed, 11 - 18, 6 form entry. Opened September 1977)
Required for September 1981 or as soon as possible thereafter, teacher to be responsible for music (Scale 1 or 2 according to qualifications and experience).
Application forms and further details from Headmaster on receipt of S.A.E. No letters of application at this stage please. (15111) 066-53

REQUIRED FOR THE AUTUMN TERM, 1981

SECONDARY SCHOOLS
STANDISH HIGH SCHOOL
Kenyon Road, Standish, Wigan WN6 0NX
(11-16 Mixed Comprehensive)
FRENCH
(Scale 1)
(Applications required as soon as possible.
Tel: Standish 422265)

TYLDESLEY FRED LONGWORTH HIGH SCHOOL
Printshop Lane, Tyldesley, M29 8JN
(11-16 Mixed Comprehensive)
HEAD OF MUSIC
(Scale 3)
(Closing date 10th July, 1981)

WIGAN MESNES HIGH SCHOOL
Parsons Walk, Wigan WN1 1RT
(13-18 Mixed Comprehensive)
HEAD OF HOME ECONOMICS
(Scale 3)

WIGAN ST. THOMAS MORE R.C. HIGH SCHOOL
Wood Street, Newtown, Wigan WN5 9UO
BUSINESS STUDIES
(Scale 1)
MATHEMATICS
(Scale 1)

WIGAN WHITLEY HIGH SCHOOL
Whitley Crescent, Wigan WN1 2QF
(13-18 Mixed Comprehensive)
WOODWORK and G.E.D.
(Scale 1)

MIDDLE SCHOOLS
WIGAN MARUS BRIDGE MIDDLE SCHOOL
Kelvin Grove, Marcus Bridge, Wigan WN3 6SP
(10-13 Mixed Comprehensive)
1st Year (Scale 1)
An ability to teach Humanities would be an advantage.

Application forms and further particulars for all the above posts available from, and returnable to the Headteacher at the School (S.A.E. please). Closing date (unless otherwise stated) 3rd July, 1981. Ref. A25. TESD76

WIGAN Metropolitan Borough

LINCOLNSHIRE
LUMLEY SECONDARY SCHOOL
Pelham Road, Skegness, PE25 2QY. (Group 9 roll 650)
A teacher of Music is required to organise and teach the subject throughout the school to CSE level and beyond as appropriate. A Scale 2 post is available for a suitably able and experienced candidate but applications from newly qualified teachers would be welcomed.
S.a.e. to Head for form and details. Closing date 10th July 1981. (14390) 066-53

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
INSTRUMENTAL MUSIC SERVICE
TEACHER OF VIOLONCELLO
(Scale 2)
A qualified teacher of violoncello is required for September 1981, or as soon as possible thereafter, to join a team of 22 string teachers providing tuition, individually or in groups, for a wide range of pupils in the City's schools. All teaching takes place during school hours and one day a week is set aside for staff recitals to schools and for in-service training.
There may be opportunities for extra fee-paid work with Music Centre ensembles.
Personal transport is essential and travelling expenses will be paid.
New entrants to teaching will be considered and, if appointed, will be given full professional support during their induction and afterwards.
Application forms and further details are available from the Head of Instrumental Music Services, Langsett Music and Drama Centre, Burton Street, Sheffield, S6 2HH. Completed forms should be returned to him (by 10 July 1981). (15073) 066-53

SUTTON
LONDON BOROUGH OF
GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton, Surrey, SM3 9PS
Tel. 01-644 6307
QUALIFIED TEACHER required as Head of Music in September, 1981. Experience and enthusiasm essential to maintain and develop this lively department. The position includes teaching of C.S.E. and 'O' level Music, many extra curricular Music activities and organisation of visiting instrumental teachers. Scale 2 post for suitable applicant.
This is an expanding Secondary Modern School where emphasis is placed on academic work, good manners and good appearance.
Apply by letter, enclosing Curriculum Vitae and the names and addresses of 2 referees to the Headmistress. (92511) 066-53

Scale 1 Posts

BEXLEY
LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent, DA15 9AG
Tel: 01-302-6511
Required for September, full-time, well qualified teacher of Music. The post requires one other academic subject to be offered.
Please contact the Headmaster for application form and details. Telephone enquiries welcomed.
L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (15265) 066-80

DERBYSHIRE
COUNTY COUNCIL

BENNERLEY SCHOOL
Bennerley Avenue, Cotmanhay, Ilkeston, Derbyshire, DE7 8PF

For September, 1981 a Scale 1 teacher for Music in this mixed 8 form entry 11 - 16 Comprehensive School.

Application forms should be returned as soon as possible to the Headmaster, from whom further details may be obtained. (17979) 066-80

DURHAM
COUNTY COUNCIL
BRANKSOME COMPREHENSIVE SCHOOL
Darlington.
11 - 16 years, 1178 on roll.
MUSIC - Salary Scale 1 - Teacher required for September, 1981 to teach subject throughout the school to C.S.E. and G.C.E. 'O' Level. Participation in school productions essential.
Stamped addressed envelope for application form and further details to Area Education Office, 'Craig Lea', Uplands Road, Darlington.
Closing date for receipt of applications, 10th July 1981. (18450) 066-80

ESSEX
FRYERNS SCHOOL
Craylands, Basildon
(Roll 1450)
Tel: Basildon 25111
TEACHER OF MUSIC SCALE 1 + fringe allowance £213.
Required for September 1981, teacher of Music for a well established and flourishing department. This is a temporary one term appointment in the first instance.
Curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (16184) 066-80

HAVERING
LONDON BOROUGH OF
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch, Essex
Telephone: Hornchurch 43068
(Roll 1041 Co.Ed)
Headteacher: G.L. Rogers, B.Sc.
TEMPORARY PART-TIME TEACHER OF MUSIC, Scale 1
Required September 1981 to teach 1 or 2 days per week, for classes in the Lower School.
Letters of application should be sent to the Headmaster giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (15845) 066-80

HERTFORDSHIRE
COUNTY COUNCIL
Stevenage Division
Required for Autumn Term 1981 only:
Full time Temporary Peripatetic Violin Teacher (Scale 1) to teach in Primary and Secondary Schools, replacing a teacher on maternity leave. Car owner essential, mileage allowance according to County Scale.
Please apply at once to the Advisory Teacher for Music, Stevenage Music Centre, Six Hills Way, Stevenage, Herts SG1 2AA giving details of teaching experience and the names of two referees. (15487) 066-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
ST GEORGE'S CE (CONTROLLED) SECONDARY SCHOOL
Westwood Road, Broadstairs
(Roll 950 mixed)
September 1981. Part time Teacher (0.5) required to teach Music to CSE and 'O' level standard in this large Secondary School.
Application forms together with the names and addresses of two referees to the Headmaster. (15410) 066-80

MERTON
LONDON BOROUGH OF
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey, CR4 1SF.
Headteacher: Mr. J.L. Colchlough M.A.
Tel: 01-648 6627
Age Range: 13 - 18 years.
No. on Roll: 656 pupils.

Required from September 1981 a Scale 1 teacher of Music to be responsible for Music throughout this boys' High school. This is a post requiring considerable energy and imagination, but fullest support will be given to the re-development of the subject as an integral part of the curriculum.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17847) 066-80

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

MARSHLAND HIGH SCHOOL
School Road, West Walton, Nr. Wisbech, Cambs.

560 mixed 11 - 16 years

Requires September, Scale 1 - MUSIC.

Apply by letter, giving curriculum vitae and the names of two referees to the Headmaster. For further details send S.A.E. Removal expenses paid within Authority's scheme. (15260) 066-80

SOMERSET
Girls' boarding school requires in September a qualified and experienced person to be responsible for the teaching of MUSIC to 125 girls, aged 9 - 17 years, and their preparation for C.S.E. and O-level examinations. Peripatetic staff assist with individual instrumental tuition, choir and orchestra. Good equipment and small, responsive classes. Applicants must be pianists with the enthusiasm and ability to inspire a genuine appreciation of music in their pupils.
Burnham Scale, D.E.S. Superannuation.
Apply with full C.V. and names and addresses of two referees to The Headmistress, The Hall School, Wincanton, Somerset. (15480) 066-80

SUTTON
LONDON BOROUGH OF
GLENTHORNE HIGH SCHOOL FOR GIRLS
QUALIFIED TEACHER required as Head of Music in September. Scale 2 post for suitable applicant.
See under Secondary Music Scale 2 and above.
(15318) 066-80

WAKEFIELD
CITY OF
METROPOLITAN DISTRICT COUNCIL

FEATHERSTONE HIGH SCHOOL

Mixed Comprehensive (13 - 16) (671 on roll)

Required for September 1981, a TEACHER OF MUSIC (Scale 1) teaching the whole age and ability range to C.S.E., G.C.E. 'O' level standard.

Application forms available, on receipt of a s.a.e. from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement. (15084) 066-80

WALTHAM FOREST
LONDON BOROUGH OF

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

MUSIC IN WALTHAM FOREST
REQUIRED FOR SEPTEMBER 1981, Brass Teacher (Scale 1) (French Horn with Lower Brass).

Candidates for the above post should be well-qualified with a high standard of personal performance. The successful applicant would be required to teach in both Primary and Secondary Schools and there would also be the possibility of participating in the giving of school concerts.

Application forms and further information are available from the Music Adviser, Music Centre, Queen's Road, London, E17 8QS. (Tel: 01-521 2021). (16162) 066-80

Pastoral

Heads of Department

NEWHAM
LONDON BOROUGH OF
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX.
Head Teacher: E.J.M. Lawn, A.C.P., P.S.C.
Number on roll: 758
HEAD OF FIRST YEAR Scale 3
Required January 1982.
Responsible for liaison with feeder primary schools and induction of pupils on transfer to secondary school.
Applicants must be practising Catholics and be in possession of the Catholic Teachers' Certificate or its equivalent.
Visits welcomed - 01-552 3102.
London Allowance: £759.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BQ. (14026) 066-92

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
WILLIAM MCGUFFIE HIGH SCHOOL
Greenleaf Road, E.17.
Head Teacher: Mr. P. Gould.
Required for September 1981. HEAD OF YEAR SCALE 2/3 required in this mixed Comprehensive School for pupils aged 11 - 14 years (544 on roll).
An able, energetic and dedicated teacher is sought, who has a strong commitment to pastoral care and to the all-round development of the pupils; a person with leadership qualities who is, nevertheless capable of working in a democratic setting. The ability to teach English (and be involved in the School's Language Across the Curriculum Project) and/or Art area seen as positive advantages.
Application form and further details available on receipt of s.a.e. from Head Teacher.
Closing date 8th July, 1981. (16167) 066-92

Other Posts on Scale 2 and above

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, RG24 9AB
11 - 16 Mixed Comprehensive
N.O.R. 1100
Required September or January, Head of Year, Scale 4.
Applications with curriculum vitae and names and addresses of two educational referees should be sent to the Headmaster at the school. (16049) 066-93

ST. HELENS
EDUCATION COMMITTEE

PARR HIGH SCHOOL
Fleet Lane, St. Helens WA9 1ST

(11 - 18 years mixed Comprehensive; 1122 on roll, 30 in sixth form)

DEPUTY HEAD OF YEAR SCALE 2. With responsibility for pastoral care of girls in First Year. Holder of post is Second in Charge of Annexe where First Year is permanently based.

Application forms are available from the Headmaster to whom they should be returned immediately. (15034) 066-92

WALTHAM FOREST
LONDON BOROUGH OF
WILLIAM McGUFFIE HIGH SCHOOL
Greenleaf Road, E17
Head of Year Scale 2/3 see under Secondary Pastoral Heads of Department. (16168) 066-93

Physical Education

Heads of Department

REDBRIDGE
LONDON BOROUGH OF

FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford, IG6 3HD

Telephone: 01-500 6656
Head: D.J. George B.A.

Required from January 82, or earlier if possible, a suitably qualified and experienced teacher to be Head of Boys' P.E. in this 11 - 18 mixed 6 FE comprehensive school. The post is on Scale 3, with Outer London Allowance of £498.

Forms and further details are available from the Headmaster at the School, to whom completed applications are returnable by 29.6.81. (14060) 067-52

WEST SUSSEX
SOUTHERN AREA
STEYNING GRAMMAR SCHOOL
Steyning.
Co-educational, Voluntary Controlled C.E. 11 - 18.
Comprehensive Day and Boarding 2160 on roll.
Required January, 1982, or earlier if possible, HEAD OF BOYS' PHYSICAL EDUCATION (Scale 3). The school has excellent facilities and extensive grounds.
Applications in writing to Headmaster quoting names and addresses of 2 referees. (15514) 067-52

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY GIRLS HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmistress: Mrs. S. Thornhill
NOR 1070 11 - 16 Girls
Required for September/January, well qualified and experienced teacher to organise all aspects of girls physical education. Excellent facilities are available. Scale 3.
Council accommodation may be available in certain cases.
Application forms are obtainable from and returnable to the Headmistress at the school (SAE please). (15339) 067-53

HARINGEY
BOROUGH OF
WOOD GREEN SCHOOL
White Hart Lane, London, N22 5QJ
Mixed Comprehensive School on one site
Number on roll - 1115
Required for September 1981, probably for two terms: Teacher in charge of GIRLS PHYSICAL EDUCATION. Temporary vacancy arising from maternity leave. SCALE 1, 2 or 3, according to qualifications and experience.
Interest in netball, hockey and gymnastics an advantage. Outstanding facilities, including use of 400 metre Tartan track and large well equipped sports hall. Department has good reputation locally and nationally.
London Allowance £759 payable.
Please write immediately to the Headmaster, giving names and addresses of two referees. (15884) 067-53

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dartford Division
SWANSCOMBE SECONDARY SCHOOL
Swanscombe Street, Swanscombe DA10 0BQ
Roll 620 (Mixed)
Telephone Greenhithe 842556
This is a high school, age range 11-16, working within the Thameside Scheme of secondary organisation with unselected entry into Lower School.
Experienced teacher with enthusiasm and organisational ability required for girls P.E. (with some mixed teaching) from January 1982 Scale 2.
School has own Redgra area and sports field on site (the latter scheduled for major improvements and expansion), as well as separate gymnasium and other activity areas.
Maths as second subject an advantage. Fringe Allowance £213.
Apply immediately by letter to Headmaster enclosing curriculum vitae, names and addresses of two referees and two s.a.e.'s.
Closing date two weeks after appearance of advertisement. (16081) 067-53

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

PADSTOW COMPREHENSIVE SCHOOL
Padstow Road, Bestwood Estate, Nottingham NG5 5GH.

Headmaster: B.S. Sampson, M.Phil., B.A.(Hons), A.C.P., F.R.G.S.
Mixed: 1200 (11 - 16)

Applications are invited from suitably qualified teachers for the following post. For January teacher (Scale 2 or 3) to be in charge of Girls Physical Education. Successful applicant will be responsible to the Head of Department (Boys and Girls) for the organisation of Girls activities within the Department.

Further details and application forms available (s.a.e.) from the Headmaster. (17986) 067-53

SURREY
EDUCATION COMMITTEE
BISHOP FOX SCHOOL
West Molesey
(12 - 16)
HEAD OF BOYS GAMES and P.E. Scale 2. This post provides an ideal opportunity for an imaginative person to build on a growing tradition in a wide range of sports.
Apply to Head Tel: 01-979 8334. (17965) 067-53

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ
Required for September, 1981, a teacher of PHYSICAL EDUCATION (Scale 1), offering also a subsidiary subject. London Area Allowance payable.
This is an 11 - 18, six form entry school in attractive surroundings, recruiting a full range of ability. There are extensive playing fields on the site, and the school has a very strong sporting tradition. A fourth member of the department is needed, able to contribute widely to the school's very full existing range of games activities, but a particular interest in soccer and basketball would be recommendation. A newly-qualified teacher would be suitable.
Application is by letter to the Headmaster at the school, giving details of two referees. (15240) 067-80

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Division
THE MISBOURNE SCHOOL
Great Missenden, Bucks.
Head: D. B. Thrower, MBE
Roll: 800 (12 - 18 years)
Required for September 1981 a specialist teacher for Boys' PHYSICAL EDUCATION, Scale 1, to join a successful department encouraging a wide range of activities. The successful candidate will be required to help in all aspects of P.E. and to teach a subsidiary subject.
Please apply by letter to the Headmaster giving a detailed curriculum vitae and the names of two referees (s.a.e. please). (17949) 067-80

CAMBRIDGESHIRE
NORTHERN AREA
BUSHFIELD COMMUNITY SCHOOL
Orton Centre, Peterborough, PE2 0RQ
Tel: Peterborough 233014
Principal: Mr. W. R. Stirling, M.A. (Cantab)
GROUP 10. ROLL 525
RE-ADVERTISEMENT - Previous applicants will be considered
Required for September 1981: Scale 1 - Assistant Master of P.E. in this new Community School and Sports Centre Complex.
Possibility of assistance being given with housing in appropriate cases.
Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Principal at the above address by 3rd July, 1981. (15489) 067-80

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. IVO SCHOOL
High Leys, St Ives.
1750 mixed 11 - 18 years.
Required for one year from September 1981 Assistant PE Teacher (Scale 1) to teach PE and Girls' Games. Ability to coach hockey, tennis and athletics with a special interest in dance is looked for.
Please apply at once by letter to the Headmaster at the school. Further details will be forwarded on receipt of s.a.e. (15531) 067-80

CUMBRIA
COUNTY COUNCIL
THE WILLIAM HOWARD SCHOOL
Brampton.
(Mixed Comprehensive 11 - 18 years 960 on roll)
Required for September 1981 teacher of BOYS' PHYSICAL EDUCATION (Scale 1). An enthusiast is sought who can make a contribution both in school hours and outside normal school hours. A small amount of preferably Lower School SCIENCE - will be required as second subject.
Application, initially by letter giving full curriculum vitae and the names and addresses of two referees, to the Head as soon as possible. (15110) 067-80

DEVON
CONVENT OF THE HOLY FAMILY
Exmouth, Devon.
Required September Teacher to take charge of P.E. and Games.
Apply Headmistress. (16030) 067-80

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£759 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

HEADSHIP

SOUTHFIELDS (SM)
333 Merton Road, SW18 5JU
Applications are invited for the headship of the school which is vacant on 1 September 1981 on the retirement of the present Headmaster, Mr. C. Bramingham. Roll 1,250. Burnham Group 11 plus Inner London Allowance. There is a unit for partially hearing children in the school. Please send self addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for the return of completed application forms 17 July 1981.

ART

ABBEY WOOD SM
Eynsham Drive, SE2 9AJ
Tel: 01-310 9175
Roll: 1300
Headmaster
Required from September 1981. Part-time teacher for general Art.

CAREERS

Head of Department

HIGHBURY HILL/SHELBURNE
(new School) (SG)
Highbury Hill, N5 1AR
Tel: 01-226 1525
Roll: 1,150
Headmistress: Mrs M. Mann
Required from September or A.S.A.P. Head of Careers department (Scale 3) to coordinate and continue the work of two existing departments into the new school.

CLASSICS

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1650
Headmistress: Mrs Y. B. Zackerwich
Required from September 1981. Teacher (Scale 1) required to work in the Classics and Modern Languages Departments. Latin is essential. State also a second teaching subject.

COMMERCE

EDGEBROOKE SCHOOL (SM)
[illegible] Road, SE3 8EP
Tel: 01-856 2211
Roll: 1,650
Headmistress: Miss Shepherdson
Required from September 1981, full or part-time teacher to join an enthusiastic Business Studies Department. Business Studies is taught in years 4, 5 and 6. Subjects include Economics, Commerce, Accounts, Office Practice and the skills at RSA, CSE, O and A levels.

DESIGN AND TECHNOLOGY

Design and Technology Special Staff (Scale 3)

Applications are invited for appointment as soon as possible to a team of experienced special staff teachers for Design and Technology. Sound ability in the teaching of both woodwork and metalwork is required. In addition, a wide ranging interest in modern development over the whole field of Design and Technology including graphics is expected. It is hoped that the teacher appointed will offer special expertise in one or more of these areas of work so that he/she may be called upon to fill special needs.

The teaching programme for the members of the special staff is arranged by the Inspectorate. The Work largely consists of working in responsible positions in schools, for varying periods of time. Members may be called upon to give advice about equipment and the work may cover the full range of secondary and special schools within the Authority. The variety of work, which can be very demanding, gives valuable experience and a number of special staff teachers have moved on to fill posts which have advanced their career. Assistance is given with travelling expenses necessarily incurred within the Authority's area. Application forms should be obtained from and returned to: EO/TS.1, Room 70, County Hall, London SE1 7PB. (Tel: 01-633 7017/6171)

Scale 2 Posts

Applications are invited from qualified teachers to form a team of seven peripatetic teachers to be established to cover for serving teachers seconded on Safety Training Courses. Successful applicants will be offered Scale 1 (Divisional Staff) appointment with secondment to Scale 2 whilst undertaking these duties. The team will be established for 3 years in the first instance. Application forms from EO/TS.1, Room 70, County Hall, London SE1. Tel: 01-633 6218/7017.

Post of Responsibility

SIR WILLIAM COLLINS (SM)
Charrington Street, NW1
Roll: 850
Headmaster
Required a.s.a.p. Deputy Head of Design and Technology, Scale 3; an enthusiastic, experienced and well qualified teacher to join this large well-equipped Department. Applicants should be conversant with contemporary developments in this important area of the school's curriculum.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1260
Headmaster: N. C. Ure
Required from January 1982, or earlier if possible: Second in the Craft Design and Technology Department (Scale 3). Able to contribute as widely as possible to the teaching in the Department. Timetable will certainly include Metalwork and some Graphical Communication.

WANDSWORTH (SB)
Sutherland Grove, Southfields SW18 5PT
Tel: 01-788 4253
Roll: 1300
Headmaster
Required for September 1981 or a.s.a.p. afterwards: teacher, to join this large and successful Design and Technology Department, who should have a special interest in Graphical Communications. A scale 2 post is available for a suitably qualified teacher.

DRAMA

THE JOHN ROAN SCHOOL (SM)
Maze Hill, Blackheath, SE3 7UD
Roll: 1,000 (11-19)
Headmaster: Dr. A. J. Taylor
Required in September or a.s.a.p. thereafter a teacher (Scale 2) to be in charge of drama, including a CSE Theatre Arts Course. The post will be a temporary one in the first instance.

ENGLISH

Scale 1 Post

ST MARK'S CE (SM)
Bishop's Avenue, SW6 6ED
Tel: 736 2211
Roll: 850 (11-19)
Headmaster: L.W.C. Truman
Required from September 1981: Teacher for mixed-ability classes in the first three years. An ability to prepare imaginative schemes of work is essential. Interest in drama an advantage.

Part-time Posts

ELTHAM HILL (SG)
Eltham Hill, SE9
Tel: 01-859 2843
Roll: 1,000
Headmistress: Mrs. B. M. Sullivan
Required from September, 1981, 2 Part-time teachers for English. Hours by arrangement. Please apply by letter, or telephone the school for an appointment.

HURLINGHAM (SG)
Peterborough Road, Fulham, SW6
Tel: 01-731 2581
Roll: 944
Headmistress: Mrs. Ruth Clarke
Required from September 1981 for one term (possibility of further 2 terms). 0.4 or 0.5 English teacher with a possibility of Drama.

GEOGRAPHY

Heads of Department

CLAPTON (SG)
Laura Place, Lower Clapton Road
Clapton, E5 0RB
Tel: 01-985 6641
Roll: 980
Headmistress: Mrs. P. M. Williams
Required from September or as soon as possible: Head of Geography (Scale 3).

SIR WALTER ST JOHN'S (SB)
Battersea High Street
Battersea SW11 3JB
Tel: 01-223 9355
Roll: 800
Headmaster: Mr. J. J. O'Brien
Required from September or a s.a.p. Head of Geography (Scale 4). Well-qualified and experienced teacher required to organise the teaching of the subject to CSE, O and A level.

HISTORY

Scale 1 Posts

BARNSBURY (SG)
Barnsbury Park, Liverpool Road, N1 1HJ
Tel: 01-609 3916
Roll: 790
Headmistress: Mrs. N. Aswat
Required from Autumn Term 1981. A well qualified teacher for a temporary post in the History Department covering a maternity leave. Full or part-time considered.

GEORGE GREEN'S (SM)
Manchester Road
Isle of Dogs, E14 9DW
Roll: 740
Headmaster: J. Wilkinson
Required from January 1982 or as soon as possible. History teacher Scale 1 to join a well established and highly successful department which is resource centred and teaches to all levels, with CSE Exams, Modes 1 & 3, and GCE 'O' and 'A' level.

Part-time Post

SIR WALTER ST. JOHN'S (SB)
Battersea High Street, Battersea, SW11
Tel: 01-223 9355
Roll: 800
Headmaster: Mr. J. J. O'Brien
Required ASAP. A part-time (0.2) teacher of History required to assist with the teaching of the subject up to O Level.

HOME ECONOMICS

Head of Department

MALORY (SM)
Launcelot Road, Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1500
Headmistress: Mrs. G. B. Parkinson
Required from January 1982. Head of Home Economics Scale 4. The successful applicant will have experience of recent curriculum innovations in Home Economics, Textiles, Child Development and Health Education. Application form and a full job description are available from the school secretary, John McCully. This post is offered on a temporary basis, pending reduction in form entry in 1982.

Scale 1 Posts

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 1,200
Headmaster: Mr. M. F. B. Read
Required from September — Second in Charge of Home Economics (a temporary Scale 2 is available for a suitably experienced candidate). This appointment is initially for 1 term during the confinement leave of the current post holder and may well be extended.

ELTHAM GREEN (SM)
Queenscroft Road, SE9 5EQ
Tel: 01-859 0131
Roll: 1,720
Headmaster: M. H. Clarke
Required from 1st September 1981. Teacher of Home Economics/Needlecraft, Scale 1. Courses to CSE and O Level. Excellent facilities in well-situated school. Please contact the Secretary.

MATHEMATICS

MOUNT CARMEL RC (SG)
on two sites
Eden Grove Tel: 01-607 7065
Lough Road, N7 Tel: 01-607 5875
Roll: 576
Headmistress: Miss M. F. Chittick
Required from January 1982. Second in Mathematics, Scale 2. The school offers courses to CSE, CEE, 'O' and 'A' levels. The post requires a graduate with experience of all levels of teaching from remedial to 'A' levels. Experience in computer studies would be an advantage.

GEORGE GREEN'S (SM)
Manchester Road
Isle of Dogs, E14 9DW
Roll: 740
Headmaster: J. Wilkinson
1. A teacher Scale 3 is sought from January 1982 to be in charge of all Maths teaching in the first three years. Good office and preparation facilities.
2. A teacher, Scale 1, is sought from September, or as soon after as possible, to teach Maths to all levels. Application forms for both posts are available from the Secretary of the School.

ST. JOSEPH'S ACADEMY (SB)
SE3 9TY
Tel: 01-852 7433
Roll: 760
Headmaster: Rev. Bro. John Swift
Required from September 1981. Teacher of Mathematics to join a successful department. Courses lead to GCE 'O' and 'A' level (London Syllabus B) and CSE. An interest in computer education would be an advantage.

Part-time Posts

HURLINGHAM (SG)
Peterborough Road, SW6
Tel: 01-731 2581
Roll: 944
Headmistress: Mrs. Ruth Clarke
Required from September 1981 for one term (possibility of further 2 terms). 0.5 Mathematics teacher, modern syllabus.

MAYFIELD (SG)
92 West Hill, SW15
Tel: 01-870 7331
Roll: 1,632
Headmistress
Required from September: part-time (0.5) teacher of Mathematics mainly to senior classes.

MODERN LANGUAGES

Scale 1 Post

BATTERSEA COUNTY (SM)
Culvert Road
SW11 5AP
Roll: 1,060
Required from September 1981. Teacher of German with French. German is taught to half the Lower School and is offered at all examination levels. Vorwärts and extra materials used.

Part-time Posts

CROWN WOODS (SM)
Riefield Road, Eltham SE9 2QN
Tel: 01-850 7678
Roll: 2,250
Headmaster
Required from September, part-time (0.5) qualified teacher of French to join a progressive team of linguists.

ST. MARK'S CE (SM)
Bishop's Avenue, SW6 6ED
Tel: 01-736 2211
Roll: 850 (11-19)
Headmaster: L. W. C. Truman
Required from September 1981 a part-time teacher of French. Interested applicants should telephone a s.a.p.

NEEDLEWORK

Part-time Posts

SIR JOHN CASS'S FOUNDATION AND RED COAT CE (SM)
Stepney Way, E1 0RH
Roll: 930
Headmistress: Miss J. M. Hayes
Required from September. 0.4 teacher for Needlecraft in the lower school. Possibility of CSE and 'O' level work later. Interest in embroidery would be an advantage.

SYDENHAM (SG)
Dartmouth Road
SE26 4RD
Tel. 01-699 6731
Roll: 1,650
Headmistress: Mrs. Y. B. Zackerwich
Required from September 1981, Part-time teacher of Needlework. A teacher with a lively and interesting approach is needed

PHYSICAL EDUCATION

Scale 1 Post

ARCHBISHOP TENISON'S (SB)
55 Kennington Oval
SE11 5SR
Tel: 01-735 4070
Roll: 550
Headmaster: Mr. R. C. Shepard
Required for September or January. P.E. Specialist. Ability to coach Soccer to a high level essential. Help with Cricket and Rugby. Some work in an academic subject preferably Science or Mathematics but most subjects possible to any level appropriate. Please send c.v. and the names of two referees to the Headmaster.

REMEDIAL WORK

Head of Department

HIGHBURY GROVE (SB)
Highbury New Park, N5
Tel: 01-226 7993
Roll: 1310
Head of Special Educational Needs Department (Scale 4). Required from September or a.s.a.p. thereafter. A well qualified and experienced teacher to take charge of the department which has major responsibility for providing courses for the less able child, organising and administering diagnostic tests, and developing individual remediation programmes for pupils who are experiencing learning difficulties.

Posts of Responsibility

SIR WILLIAM COLLINS (SM)
Charrington Street, NW1
Roll: 850
Headmaster
Required a.s.a.p. an enthusiastic and experienced Remedial teacher for Deputy Head of Supportive Education, Scale 2, with special responsibility for development of our 4th Year Option, Communication skills. The post requires energy and imagination to cope with a wide range of pupils from 1st-5th Year and a special interest in the less able Upper School pupil.

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 1,200
Headmaster: Mr. M. F. B. Read
Required from September 1981 an experienced teacher (Scale 2) to be in charge of an off-site Special Education Unit sited 50 yards from the main school. A strong emphasis is sought on basic as well as group skills to enable pupils to learn how to cope successfully within a normal school situation.

Scale 1 Post

ISLINGTON GREEN (SM)
Prebend Street
N1 8PQ
Roll: 850 (11-18) S.P.A.
Headmistress, Margaret Maden
Required for September, a temporary Remedial Teacher, for two terms. Scale 2 available to a suitably experienced candidate. Open-plan Reading Centre, pupils withdrawn from mixed-ability classes for remediation programmes.

Part-time Post

ST. PAUL'S WAY (SM)
Shelmerdine Close, Bow, E14AN
Tel: 01-987 1881
Roll: 950
Headmaster, Mr. M. Bannister
Required from September 1981, 0.4 (2 days) teacher for reading with children from 1st to 5th Year on small group withdrawal basis. Days to be arranged. Visits essential.

SCIENCE

Head of Department

THE JOHN ROAN SCHOOL (SM)
Maze Hill, Blackheath
SE3 7UD
Roll: 1,000 (11-19)
Headmaster: Dr. A. J. Taylor
Required in September or a.s.a.p. thereafter a temporary Head of Biology, Scale 3, for two years, vacancy due to secondment. pupils in years 3 to 5 follow ILEA Mode 2/3 O/CSE Biology courses in all ability groups. The ABAL Course is used with A level students. The successful applicant will be expected to be involved in the development of first and second year courses, an ecology garden, greenhouse and animal house on the newly-opened Lower School site.

Scale 1 Post

WAVERLEY (SG)
Homestall Road, SE22
Tel: 01-712 2276
Roll: 1,000
Acting Headmistress: Miss D. P. Wise
Required from September Teacher of Physics (Scale 1), to join a large department. Temporary post for one year.

SOCIAL SCIENCE

Part-time Post

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel. 01 699 6731
Roll: 1,650
Headmistress: Mrs. Y. B. Zackerwich
Required from September 1981. Part-time Social Studies teacher to join an active and enthusiastic team. Examination work to 'A' level available.

OTHER

ISLINGTON GREEN SCHOOL COMMUNITY EDUCATION PROJECT
Co-Ordinator of Community Education See full advertisement in Adult Education Section.
Tutor Warden. See full advertisement in Youth and Community Service Section.

AMENDED ADVERTISEMENT
WALSINGHAM (SG)
Clapham Common, West Side, SW4
Tel: 01-223 7373
Roll: 1,028
Hydeburn (SM)
Chestnut Grove, SW12
Roll: 930
Required from September, or as soon as possible thereafter, teacher in charge of the External Support Unit for disruptive pupils. Scale 3. Further details about the schools and the post are available from the Divisional Office (TS). Tel: 01-874 7262

Pastoral Post

CLAPTON (SG)
Laura Place, Lower Clapton Road
E5 0RB
Tel: 01-985 6641
Roll: 980
Headmistress: Mrs. P. M. Williams
Required from September or a.s.a.p. Head of House (Scale 3). Each house has approximately 180 girls in years 1-5. The Head of House, together with Deputy, is responsible for the total well-being of all the pupils. Good organising skills, the ability to create a well-disciplined and tension free situation and tact are essential qualities. Teaching subject preferably English/Humanities.

Part-time Posts

ISLINGTON Vith FORM CENTRE
Part-time "A" level teacher in Government and Political Studies required 1981-83.
A Qualified Teacher with experience of 'A' level teaching is required from September 1981 for Monday mornings and Thursday afternoons, each week.
Further information about the Centre, and syllabuses, are available from Mrs. H. Rosenthal, Co-ordinator of the Centre (01-607 1914). Application forms from the Divisional Education Officer (Management Section), North Star House, 556-564 Holloway Road, N7 6TW. (01-272 7727 Ext 35).

SYDENHAM (SG)
Dartmouth Road
SE26 4RD
Tel: 01-699 6731
Roll: 1,650
Headmistress: Mrs. Y. B. Zackerwich
Required from September 1981, Part-time teacher of Dance to join a lively and enthusiastic team. CSE and CFE examinations are taken.

PRIMARY SCHOOLS

HEADSHIP

ST DOMINIC'S RC (JMI)
Ballance Road
Homerton, E9 5SR
Headteacher of this Group 4 School required for January 1982, or earlier if possible. Roll 252. Inner London Allowance payable. The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the post. Application forms to be obtained from the school and returned to the Diocese of Westminster Schools Commission at 33 Wilfred Street, London SW1E 6PS. Closing date 10 July. Please quote the name and address of your Parish Priest for reference purposes.

DEPUTY HEADSHIPS

HENRY FAWCETT (JMI) (p.t.)
Bowling Green Street
Kennington, SE11
Tel: 01-735 2764
Headteacher: Brenda Dawson
Required from January 1982. Deputy Head Group 5. An imaginative and enthusiastic teacher required with a wide range of curriculum interests. Visits essential, ring for appointment.

OUR LADY OF LOURDES (JM&I)
Belmont Hill
Lewisham SE13 5DZ
Tel: 01 852 7337
Roll: 280
Headmistress: Sister Rita
Required from September 1981. Applications are invited for this newly amalgamated school January 1981 – Group 4. Applicants should be practising Roman Catholics and hold a Catholic Teachers Certificate. Experience in curriculum development desirable. Application forms with s.a.e. to Rev. Father E. Hartley, St Mary's Cresswell Park, London SE3 9RD.

SHERBORNE NURSERY SCHOOL
Priestley House, Athlone Street
Kentish Town NW5 4LP
Tel. 01-485 2375
Deputy Head Required, September 1981. experienced nursery teacher, for this rooftop school serving a mixed community.

Posts of Responsibility

OUR LADY & ST. JOSEPH (RC) (JMI)
Buckingham Road, N1 4DG
Tel: 01-254 7351
Roll: 236
Headmaster
Required a.s.a.p. from September 1st 1981 Scale 3 Head of Infant Department Practising Catholic essential. Reception class experience essential

HASELTINE JM&I&N
Haseltine Road, Bell Green
Sydenham SE26
Tel: 01-778 6516
Roll: 330
Headmaster, C. C. J. T. Hooper
Required from September 1981. An experienced enthusiastic teacher (Scale 3) required to be responsible for Development of Curriculum in the Lower School.

LOUGHBOROUGH INFANTS
Minet Road, SW9
Tel: 01-733 2091
Headmistress: Judith Simpson
Required a.s.a.p. Experienced and enthusiastic teacher interested in the Environment and/or Science. Scale 2 post. Visits essential. Please telephone

OUR LADY OF LOURDES JM&I
Belmont Hill
Lewisham SE13 5DZ
Tel: 01-852 7337
Roll: 280
Headmistress Sister Rita
Required from September 1981. Junior teacher Scale 2. will be expected to take responsibility for P.E. and Games throughout the school. Applicants should be practising Roman Catholics and hold a Catholic Teachers Certificate. Telephone for application form.

Part-time Posts

ADAMSHILL JM
Adamsrill Road
Sydenham SE26
Tel: 01-699 3692
Roll: 250
Headmaster
Required from September 1981. Part-timer (0.5) Will need to teach both upper and lower school classes in a vertically grouped Plowden orientated school

AVONMORE J M & I
Avonmore Road, W14
Tel: 01-603 9750
Headmistress: Mrs. M. E. Barker
Required A.S.A.P. 0.2 On a regular supply basis, to cover absence of part-time P.E & Games teacher on maternity leave.

FLEET JM&I
Fleet Road, Hampstead, NW3
Tel: 01-485 2039
Roll: 284
Headmistress: Miss F. T. Khan
Required from September 1981 a part-time teacher (three mornings per week) to support the lower classes in the school. Previous teaching experience necessary, interest in art and craft work desirable. Visits essential.

SPECIAL EDUCATION

Day School

MEADOWGATE ESN(M) Mixed all age
Revelon Road, Brockley
SE4 2PR
Tel: 01-732 0141
Roll: 148
Headmaster
Required a.s.a.p. Scale 1(S) class teacher, Head of Infant and Junior Dept. Visits essential.

TESD78

SECONDARY P.E. SCALE 1
continued

CAMBRIDGESHIRE

CAMBRIDGE AREA
CHESTERTON SCHOOL
Required for September in this 11 - 16 mixed Comprehensive School (Roll 1160) in a desirable area with good facilities, a teacher of BOYS PHYSICAL EDUCATION (Scale 1).
Apply to Headmaster, Gilbert Road, Cambridge CB4 3NY giving full c.v. and names and addresses of two referees (s.a.e.). (15325) 067-80

ESSEX

THE DEANES SCHOOL
(Roll 1200)
Daws Heath Road, Benfleet, SS7 2TD
Tel: Rayleigh 773545
PHYSICAL EDUCATION SPECIALIST - SCALE 1.
Required September. Specialist for boys' P.E. able to teach some Mathematics. Strong department and excellent facilities.

THE MOUNTFITCHET SCHOOL
(Roll 713)
Forest Hall Road, Stansted.
Tel: Bishop's Stortford 813384.
PHYSICAL EDUCATION TEACHER SCALE 1.
Required September. P.E. Teacher for girls.

For both posts - curriculum vitae direct to the Headteacher concerned as soon as possible (foolscap s.a.e. please). (16179) 067-80

HAMPSHIRE

JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, RG24 9AB
11 - 16 Mixed Comprehensive
N.O.R. 1160

Required September, 1981 Scale 1 - Temporary for 1 year Teacher of boys Physical Education.

Applications with curriculum vitae and names and addresses of two educational referees should be sent to the Headmaster at the school. (16051) 067-80

HARINGEY

BOROUGH OF
WOOD GREEN SCHOOL
London N22

Required for September, Teacher in charge of Girls' P.E.
For further details see under 'Secs. P.E. Scale 2 Column'. (15253) 067-80

HARROW

EDUCATION COMMITTEE
HOOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middx.
Tel. No. 01-422 4675

Temporary Head of Physical Education Department required from September to cover for maternity leave. This is a 12 - 16 age range mixed comprehensive high school.

Application forms from and to be returned to the Headteacher by 6th July. Please enclose stamped addressed envelope. (15321) 067-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

MALVERN, THE CHASE HIGH SCHOOL
Geraldine Road, Malvern, Worcs. WR14 3NZ

Mixed Comprehensive High School of 1520 pupils (11 - 18)

Required for September, 1981, a teacher of Physical Education (Scale 1) to work in a team of three specialist Teachers responsible for Boys P.E. in this large Comprehensive School. The successful candidate will be expected to teach across the entire age and ability range. Applicants for the post should state other subjects for which they are qualified to teach.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15440) 067-80

HERTFORDSHIRE

COUNTY COUNCIL
St. Albans Division
MARLBOROUGH SCHOOL.
Watling Street, St. Albans.
Group 10.
Teacher for girls' P.E. required September. Excellent facilities including large playing field, heated indoor swimming pool, fully equipped gymnasium. Interest in trampolining, dance and netball an advantage.
Applications to Head naming two referees. (15333) 067-80

HERTFORDSHIRE

MONKS WALK SCHOOL
Welwyn Garden City
Mixed all-ability School. 900 + pupils

Wanted for September 1981, Teacher for Girls PE/Games: The School has exceptional facilities (including indoor swimming pool) and many outdoor activities (including orienteering). Strong tradition of dance.

Applications to Headmaster at the School, enclosing curriculum vitae and the names of two referees. (15533) 067-80

LEICESTERSHIRE

GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1400

PHYSICAL EDUCATION - SCALE ONE

Required August, teacher of P.E. and environmental studies. Flourishing P.E. department and strong sporting tradition. Opportunities for involvement in the development of new sixth form courses.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15419) 067-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
CHATHAM GRAMMAR SCHOOL FOR GIRLS
Rainham Road, Chatham, Kent. ME5 7EH
Roll 550
A temporary vacancy will be created from September 1981 in the Physical Education department while the permanent teacher is absent on Maternity Leave.
Please apply by letter to the Headmistress of the school, giving full curriculum vitae and the names and addresses of two referees.
ROCHESTER
REDE SECONDARY SCHOOL
(Mixed)
Carnation Road, Watling Street, Strood, Rochester, Kent.
Required for the Spring Term, January - April 1982, a temporary teacher for Boys' PHYSICAL EDUCATION, offering major games and some Geography in the Lower School, Scale 1 post.
Applications should be made to the Headmaster at the school, enclosing a full curriculum vitae, 2 referees. Vacancy due to secondment.
Swale Division
FAVERSHAM LADY CAPEL SECONDARY SCHOOL FOR GIRLS.
Required September, teacher of girls' Physical Education. Scale 1. Please state special areas of interest and other teaching subjects.
Applications by letter to the Headmistress with full details of qualifications and experience and names and addresses of two referees.
Thanet Division
HARTSDOWN COUNTY SECONDARY SCHOOL
George V Avenue, Margate.
(Roll 900 Mixed)
Required September 1981 Teacher of Girls' PE for one term in the first instance to cover a period of maternity leave.
Application forms together with the names and addresses of two referees to the Headmaster.
HEREBSON COUNTY SECONDARY SCHOOL FOR BOYS.
Lillian Road, Ramsgate.
(Roll 333)
Required for September 1981 Teacher of P.E./Movement Studies. The person appointed would have sole charge of the subject in this small secondary school. Scale 1 post with Scale 2 available to suitable candidate.
Application forms with the names and addresses of two referees to the Headmaster.
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate.
740 boys. 6th Form 200
Scale 1.
Required in September for one term, P.E. specialist to teach subject throughout the school.
Apply as soon as possible to the Headmaster at the school with full curriculum vitae and names and addresses of two referees. Telephone No. 0843 51075. (15413) 067-80

LINCOLNSHIRE

BOSTON KITWOOD SECONDARY GIRLS' SCHOOL
Roll 750
For September. Teacher of Physical Education to cover all aspects of the subject, but strength in Hockey and Tennis are sought.
Forms and details from the Headmistress at the School, Marian Road, Boston, Lincs., PE21 9HB. Closing date 10th July 1981. (14389) 067-80

LEICESTERSHIRE

BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester
Comprehensive 11 - 18

College due to open in August, years 1 & 2 only, but designed to accommodate 1200 pupils

GIRLS' P.E./GAMES
Scale one

Required August, an enthusiastic and committed teacher. Must be willing to help with an extensive range of extra-curricular activities. Please state second subject. Details available (SAE).

Apply immediately to the Principal; Mr. C. Ingleton, BS. c/o Room 134, Education Department, County Hall, Glenfield, Leicester LE3 8RF. (15454) 067-80

MERTON

LONDON BOROUGH OF
EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey
Headteacher: J.P. Attree B.Sc J.P.
Tel: 648 - 4904
Age Range: 13 - 18 years
No. on Roll: 720 pupils
Required from November 1981 for two terms a Scale 1 or 2 teacher of Physical Education to Girls.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15224) 067-80

NEWHAM

LONDON BOROUGH OF
PLASHET SCHOOL
Plashet Grove, London E6 1DG.
Head Teacher: Miss E. Cruttenden.
Number on roll: 1260 (girls)
TEACHER OF GIRLS P.E. Scale 1.
Required September 1981 or as soon as possible.
(25% timetable requirement for subsidiary subject).
London Allowance: £759
Application form (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (18891) 067-80

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

FLEGG HIGH SCHOOL
Somerton Road, Martham, Gt. Yarmouth. NR29 4QD

Required for September, 1981 temporary Teacher of Girl's Physical Education including C.S.E. course.

Further details and application forms from the Headteacher on receipt of S.A.E. and should be returned to the School. (15257) 067-80

LEICESTERSHIRE

JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1800

GIRLS' P.E. - SCALE ONE

Required September, second subject to be specified.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15429) 067-80

OXFORDSHIRE
COUNTY COUNCIL

BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY

(Group 14) (Federal, 200 pupils in 3 Halls, 11 - 15, and Upper School, 15 - 19)

Required for September 1981 for one term only initially, a temporary well qualified specialist in girls' physical education with special interest in hockey, tennis and trampolining. A college leaver would be very welcome.

Letters of application, including particulars of qualifications and experience and two names for reference, should be addressed as soon as possible and within 10 days of this advertisement, to the Principal, from whom further particulars may be obtained on receipt of s.a.e. (18884) 067-80

SHEFFIELD

CITY OF
EDUCATION DEPARTMENT
SILVERDALE SCHOOL
Bents Crescent, Sheffield, S11 9RT
Required for September 1981 or January 1982 a teacher of Girls' PE - Scale 1.
Letters of application should be made to the Head Teacher at the school by Friday 3 July 1981. (15074) 067-80

SHROPSHIRE

EDUCTION COMMITTEE
BISHOPS CASTLE COUNTY HIGH SCHOOL
Bishops Castle, Shropshire. SY9 5AY
Required for September:
TEACHER OF GIRLS PHYSICAL EDUCATION
Temporary post in first instance during teacher's maternity leave.
Details and application forms from Headmaster. S.A.E. (16189) 067-80

Religious Education

Heads of Department

EALING

LONDON BOROUGH
Education Service
ELLEN WILKINSON HIGH SCHOOL
Queen's Drive, Acton, London W3 0HP
Group XI (8-FE)
Headmistress: Dr. G.M. Longfield-Jones M.A.
Comprehensive High School for Girls (12 - 18 years).
Required for September 1981, an enthusiastic and experienced Specialist teacher to be in charge of Religious Studies (Scale 3 post available for a suitable candidate) responsible for the organisation of RE throughout the school to 'A' level/Special Paper including a programme of Comparative religious studies (five religions) leading to 'O' level in the 5th and (one year course) 6 lower and CSE Mode 3 5th year.
The Department is lively and well established with two full-time staff and part-time help. An interest in School 'Charities' is particularly sought.
London Weighting £759.
Application forms (SAE) from the Headmistress at the school, to be returned as soon as possible, enclosing names and addresses of two referees and recent testimonials. (15050) 068-52

LEICESTERSHIRE

LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1080

HEAD OF RELIGIOUS EDUCATION - SCALE TWO

Required August or January. The subject is taught throughout the school as a non-exam core course and there are optional exam courses at C.S.E. and 'A' level. Willingness to teach History to 'O' level desirable and to contribute to a C.S.E. liberal studies core course.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE) (15428) 068-52

SURREY

FARNHAM HEATH END SCHOOL
(Comprehensive 12 - 16 years).
A Head of Department of Religious Education and Sociology required. (Scale 3) Established courses in Religious Education and Sociology to 'O' level and C.S.E.
Details from Head, Farnham 723845. (15028) 068-52

WEST SUSSEX

ST. PHILIP HOWARD HIGH SCHOOL
Elm Grove South, Barnham, Bognor Regis. PO22 0EB.
(Co-educational Roman Catholic Comprehensive, 725 on roll)
Required January 1982 or earlier if possible, Head of R.E. to teach to University Entrance Level and to organise the Department throughout the school. Scale according to qualification and experience, but not less than Scale 3.
Forms and details from Headmaster on receipt of foolscap s.a.e. Applications within 10 days of appearance of this advertisement. (15511) 068-52

Other Posts on Scale 2 and above

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
Required January 1982: SCALE 2 TEACHER in Charge of Religious Education 'A' Level. Able enthusiastic teacher sought.
Further details from Head (S.A.E.). (15324) 068-52

Scale 1 Posts

BERKSHIRE

THE PIGGOTT SCHOOL
Twyford Road, Wargrave, Berkshire
N.O.R. 1,000
Required for September an assistant TEACHER OF RELIGIOUS EDUCATION (Scale 1) to teach throughout the school to examination level. Candidates should also be prepared to contribute to the well-established lower school Humanities programme.
Apply to Headmaster (s.a.e.) Closing date 13 July. (17874) 068-80

BURY
METROPOLITAN BOROUGH OF

SEEDFIELD HIGH SCHOOL
Parkinson Street, Bury

TEACHING APPOINTMENT

Required for 1st September, 1981, TEACHER (SCALE 1) for Religious Education throughout the School to C.S.E. and 'O' level.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by Friday, 10th July, 1981. (15454) 068-80

DERBYSHIRE

WOODLANDS SCHOOL
Blenheim Drive, Allestree, Derby.

Wanted for September, 1981, a graduate able to teach at all levels in this 11 - 18 school of 1350 pupils with a Sixth Form of approx 200. An ability to teach World Religions a distinct advantage. Scale 1.

Letters of application giving full curriculum vitae to the Headmaster. Closing date two weeks after this advertisement. (17976) 068-80

DERBYSHIRE

COUNTY COUNCIL
GLOSSOP SCHOOL
Talbot Road, Glossop, Derbyshire SK13 8DR.
For September, RE/History teacher Scale 1, at this 8F.E. 11 - 18 mixed comprehensive school.
Send S.A.E. for details. (15184) 068-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

HAGLEY R.C. HIGH SCHOOL
Brake Lane, Hagley, Stourbridge, West Midlands. DY8 2XL

(11 - 18)

Required for September 1981, a teacher of Religious Education (Scale 1). Some teaching in another discipline may be required.

Applicants for the post should be practising Roman Catholics.

Initial letter of application with curriculum vitae, names of two referees, and a stamped addressed envelope to the Head of the School from whom further particulars and an application form may be obtained. (15433) 068-80

HILLINGDON
LONDON BOROUGH OF

DOUAY MARTYRS' R.C. SCHOOL
Edinburgh Drive, Ickenham, Uxbridge UB10 8QY

Number on Roll 859 (68 in Sixth Form)

SCALE 1 TEACHER R.E. REQUIRED FOR SEPTEMBER 1981

The school is looking for a person of energy and enthusiasm to help with this key subject. R.E. is part of the formal academic curriculum throughout the school and the Department plays a major role in contributing to the overall Christian ethos in the way it helps to develop attitudes, promote resourcefulness, and assist in acts of charity. Senior members of the school are involved in community work. An 'A' level course is being developed.

Douay Martyrs' is a developing mixed 11/18 comprehensive school, pleasantly situated in a residential area of West London close to the Metropolitan and Piccadilly lines.

Applications invited from practising Catholics by letter in the first instance to the Headmaster, giving two referees and any second subject that is offered.

London Allowance Payable.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees. (15472) 068-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
CHATHAM - WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue, Chatham, Kent
Temporary teacher of RELIGIOUS EDUCATION required for the whole of the 1981/82 academic year whilst the postholder is on secondment. Scale 1 post.
Please apply to the Acting Headmaster at the school enclosing a full curriculum vitae and addresses of two referees. (16093) 068-80

KIRKLEES

METROPOLITAN COUNCIL
COLNE VALLEY HIGH SCHOOL
Gilroyd Lane, Linthwaite, Huddersfield HD7 5SL
(REF. 341a)
RE-ADVERTISEMENT
Required for September 1981, a SCALE 1 teacher of RELIGIOUS EDUCATION. The post will involve teaching children of all abilities in the 11 - 16 part of the school and there will be some examination classes in years 4 and 5. Previous applicants will automatically be considered.
Please send letters of application including the names and addresses of two referees to the Head as soon as possible. (17850) 068-80

SECONDARY R.E. SCALE 1
continued

LINCOLNSHIRE

CARRE'S GRAMMAR SCHOOL
Sleaford
Scale 1. Roll 450 - 80 in Sixth Form
Required from autumn term 1981, or as soon as possible thereafter, Graduate to teach Religious Education and to be responsible for the subject throughout the school as a non-examination subject. It is anticipated that the successful candidate will take charge of the organisation of school assemblies. Candidates should specify which subsidiary subject(s) they can offer. Successful candidate should be prepared to contribute fully to extra-curricular activities and school games.
Further particulars and forms from the Headmaster, Carre's Grammar School, Northgate, Sleaford, Lincs (s.a.f.e.). Applicants are invited to send an accompanying letter with the completed application form. Closing date 7 July. (14386) 068-80

LINCOLNSHIRE

BRANSTON SCHOOL & COMMUNITY COLLEGE
ASSISTANT TEACHER
BURNHAM SCALE 1
NOR 1000
Required from September 1981 or January 1982, Teacher of Religious Education and Sociology to teach RE throughout the school and to become involved in the General Education course in years 4 and 5. Ability to teach Sociology to 'O' and 'A' levels is desirable. All staff are expected to play a full part in the pastoral side of school life.
For forms/details and SAE to the school, Station Road, Branston, Lincoln LN4 1LH. Closing date 14 July 1981. (14380) 068-80

LONDON

ST. PAUL'S R.C. SCHOOL (SM)
(Roll 345)
Wickham Lane, Abbey Wood, SE2 0XX.
Tele: 311.3868.
Headmaster Mr. A.E. Scanlan).
Required for September R.E. Teacher Scale 1 for one term only.
Suitable for newly qualified teacher. The school is well disciplined and over-subscribed with a good academic intake, situated in a pleasant woodland area on the borders of London and Kent. (15023) 068-80

MERTON

LONDON BOROUGH OF
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey, CR4 1SF.
Headteacher: Mr. J.L. Colclough, M.A.
Tel: 01-648 6627
Age Range: 13 - 18 years.
No. on Roll: 656 pupils.
Required for September 1981, a Scale 1 teacher of Religious Education to be responsible for the subject throughout this boys' High School.
R.E. is fully within the Humanities faculty. It is part of the compulsory element of the curriculum and is taught to examination groups in the 4th and 5th year.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17849) 068-80

REDBRIDGE
LONDON BOROUGH OF

NIGHTINGALE HIGH SCHOOL
Elmcroft Ave., Wanstead E11

Telephone: 01 989 9052
Head: Michael Wootton

Required from September 1981: a teacher of R.E. to teach to all levels in this 11 - 18 mixed comprehensive school. Candidates should offer a second academic subject. The post is on Scale 1 with Outer London Allowance of £498.

Applications should be by letter, giving details of age, education and qualifications, and the names and addresses of 2 referees, to the Head of the school as soon as possible. Further details are available from the Head. (17829) 068-80

SURREY

FARNHAM HEATH END SCHOOL
(Comprehensive 12 - 16 years).
Full time supply teacher (Required from September) for established department. Courses in R.E. and Sociology to 'O' level and C.S.E.
Details from Head, Farnham 723845. (15027) 068-80

SURREY

THAMESMEAD SCHOOL
Shepperton
(13 - 18)
Required September 1981 Scale 1 teacher for Religious Education to teach throughout the age range. Well established examination courses to CSE & 'O' level.
Contact Head - Tel: Walton-on-Thames 27078. (16156) 068-80

Science

Heads of Department

LEICESTERSHIRE

KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray

In the Leicestershire plan for the organisation of secondary education Upper 14 - 18

Roll 1620

HEAD OF PHYSICS - SCALE 3/4

Required September or January. Excellent accommodation. Good academic standards. Details available.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15425) 070-52

SHROPSHIRE

EDUCATION COMMITTEE
JOHN HUNT SCHOOL
Donnington Road, Trench, Telford TF2 7JR.
(11 - 16, 1100 Mixed)
Required for January, Head of Science/Physics (Scale 4) to lead a team of 7 in well-equipped laboratories. All pupils study Science to 16+ examination.
Further details are available (S.A.E.) from the Headmaster (Telephone Telford 605549) to whom letters of application with curriculum vitae and names of two referees should be addressed. (15995) 070-52

Other Posts on Scale 2 and above

EALING

LONDON BOROUGH
Education Service
ELLEN WILKINSON HIGH SCHOOL
Queen's Drive, Acton, London W3 0HP
Group XI (8-FE)
Headmistress: Dr G M Longfield-Jones MA
Comprehensive High School for girls. (12 - 18 years)
Required for September 1981: EITHER a graduate to teach (1) 'A' level Biology, (2) Biology at all levels of ability in the age range 13 - 16, (3) Integrated Science to the junior forms;
OR suitably qualified person to teach Biology to 'O' level/CSE and organise and co-ordinate the junior integrated course in which all members of the Science Department participate. Scale 2 post available for an experienced graduate capable of organising the junior course. The school has a strong academic tradition. The Sciences are taught to A/Scholarship level.
The Science Department consists of a lively enthusiastic team of 9 teachers (4 of whom are usually Biologists), and 3 Technicians. There are 7 well equipped laboratories and the department has the use of 2 ponds, a large greenhouse and the extensive grounds.
London Weighting £759.
Application forms (SAE) from the Headmistress at the school, to be returned as soon as possible, enclosing names and addresses of two referees and recent testimonials. (15248) 071-53

ESSEX

COUNTY HIGH SCHOOL FOR GIRLS
(Roll 630)
Broomfield Road, Chelmsford CM1 1RW
Tel: Chelmsford 359 592
ASSISTANT IN PHYSICS DEPARTMENT - SCALE 2.
Required for January 1982. Well qualified Physics graduate: second in department: Selective school: 180 girls in Sixth: Science strong.
ST. JOHN PAYNE R.C. COMP. SCHOOL
(Roll 1000)
Patching Hall Lane, Chelmsford, CM1 4DJ
Tel: Chelmsford 354009
PHYSICS TEACHER SCALE 2.
Required for September. Able to teach at all levels. Newly qualified teachers considered on Scale 1.
For both posts - Curriculum vitae and names of referees to the headteacher concerned (foolscap s.a.e. please). (16178) 070-53

HARROW

EDUCATION COMMITTEE
CIVIC CENTRE
P.O. Box 22, Civic Centre, Harrow, Middlesex
Tel. No. 01 863 5611 Extn. 2312
Required for September 1981 teachers of Physics or Physical Sciences in the Borough's High Schools (12 - 16 Comprehensive intake) full or part time, temporary or permanent positions available. All Schools are well equipped and teaching is required to 'O' level standard. Scale 2 posts are available for suitably qualified and exprienced teacher, able to take responsibility for an area of work within the Science Department.
Apply by letter in the first instance giving brief details, giving the names of two referees and addresses by 6th July. Please enclose stamped addressed envelope. (15322) 070-53

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Swale Division
SITTINGBOURNE WESTLANDS HIGH SCHOOL
Westlands Avenue, Sittingbourne
Co-educational school 11 - 17 years with fully comprehensive intake for first two years. Number of pupils 1600.
Required for January 1982, Head of Physics to teach Physics up to and including C.S.E. and G.C.E. 'O' level.
The school has seven well equipped laboratories and the successful candidate will assume the position of Assistant Head of the Science Department. Scale 3 post.
Applications, together with the names and addresses of two referees, to the Headmaster as soon as possible. (16090) 070-53

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
RHYMNEY VALLEY DISTRICT
Heolddu
Required by January 1982.
Honours Graduate in Chemistry to take charge of the subject within the Faculty of Science and Mathematics. The successful candidate will be expected to assist with additional administrative and pastoral duties. Scale 3 plus Social Priority Allowance.
Application forms to be returned by 8th July, 1981, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Offices, Caerphilly Road, Ystrad Mynach, Hengoed.
Canvassing will disqualify.
W. Aylwyn Jones, Director of Education. (16150) 070-53

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT - CENTRAL AREA

SPROWSTON HIGH SCHOOL
Cannerby Lane, Sprowston, Norwich NR7 8NE

1400 mixed 12 - 18 years

HEAD OF SCIENCE - SCALE 4

Physicist required from 1st January to manage major department in large well established comprehensive school.

Application forms and further details from and replies to the Headteacher at the school. S.A.E. please. (15261) 070-53

REDBRIDGE
LONDON BOROUGH OF

VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6HX

Telephone: 01-554 3608
Head: Miss J Thompson M.A.

Required from September 81: a teacher of Physical Sciences for this 11 - 18 mixed 6FE comprehensive school with 110 in the Sixth Form. The ability to offer 'A' level Physics would be advantageous. The post is on Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school, giving full details of age, qualifications, etc., with details of 2 referees, as soon as possible. (17837) 070-53

LINCOLNSHIRE

THE CITY COMPREHENSIVE SCHOOL
ASSISTANT TEACHER
BURNHAM SCALE 3
NOR 1150
Required from January 1982 teacher of Physics to teach to 'A' 'O' and CSE levels. The post is suitable for someone who already has successful teaching exprience and wishes to widen it prior to seeking a post as Head of Department.
For forms/details send SAE to the school, Skellingthorpe Road, Lincoln. Closing date 14.7.81. (14397) 070-53

LINCOLNSHIRE

GRANTHAM ST HUGH'S (CONTROLLED) COMPREHENSIVE SCHOOL
Roll 598
ASSISTANT
Required from autumn term 1981 or as soon as possible thereafter, teacher of Biological Sciences. Consideration of Scale 2 for suitably experienced candidate.
Further particulars and forms from the Headmaster, St. Hugh's CE Comprehensive School, The Avenue, Dysart Road, Grantham, Lincs (s.a.f.e.). Closing date 10 July. (14385) 070-53

LINCOLNSHIRE

LIMLEY SECONDARY SCHOOL
Pelham Road, Skegness, PE25 2QY.
(Group 9 Roll 650)
A teacher of Physical Science is required as soon as possible for this four/five form entry Modern School. The successful applicant will have scope to take part in the organisation and planning as well as the teaching of an active department. A Scale 2 post is available for a suitably qualified and experienced candidate.
S.a.e. to Head for form and details. Closing date 10th July 1981. (14389) 070-53

Scale 1 Posts

AVON COUNTY

HENGROVE SCHOOL
Petherton Gardens, Bristol BS14 9BU
(Co-ed comprehensive, 11 - 18, 1400 + pupils
Required for September, a teacher of CHEMISTRY to teach the subject throughout the school (to A level for suitable candidate), as well as some General Science. A willingness to assist with Games would be an advantage.
Applications enclosing curriculum vitae and details of two referees to the Headmaster immediately. (15015) 070-80

BEDFORDSHIRE

SOUTHERN AREA
CHALLNEY GIRLS HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmistress: Mrs S. Thornhill
NOR 1070; 11 - 16 Girls
Required for September 1981, a teacher of Chemistry and/or Physics to join a large department. Applicants should have good qualifications enabling them to teach to C.S.E. and 'O' level. Scale 2 post would be available for a suitably experienced applicant.
Council accommodation may be available in certain cases.
Application forms are obtainable from and returnable to the Headmistress at the school (s.a.e. please). When sending for application form please give details of curriculum vitae and the names of two referees. Closing date 14th July, 1981. (15488) 070-80

BERKSHIRE

THE PIGGOTT SCHOOL
Twyford Road, Wargrave, Berkshire
N.O.R. 1,000
Required for September GRADUATE TEACHER OF INTEGRATED SCIENCE (Scale 1). The successful applicant will be expected to contribute to the teaching of combined Science in Lower School, integrated Science (SCISP) to 'O' level and CSE and Combined Science CSE. There will also be opportunity to teach biological or physical science in the sixth form.
Apply to Headmaster (s.a.e.). Closing date 13 July. (17877) 070-80

BRADFORD

CITY OF
METROPOLITAN DISTRICT COUNCIL
CARLTON-BOLLING SCHOOL
Required for September 1981 for a temporary appointment at this 13 - 18 co-educational comprehensive school of 1200 pupils, a teacher of Biology, with some General Science. Candidates should be able to teach both subjects to C.S.E. and 'O' level and there is the possibility of some 'A' level in Biology for a suitably qualified candidate.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP, and should be returned to the Headteacher, Carlton-Bolling schools, Undercliffe Lane, Bradford, BD3 0DU, by 8th July 1981.
Ref BT 36581/TES. (16060) 070-80

BROMLEY

LONDON BOROUGH OF
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent, BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive, 11 - 18 7 F.E.
Required for September 1981, a teacher of Science. A timetable can be arranged with a bias towards either Chemistry/Physics or of a general science nature. There are seven well-equipped laboratories and the Department teaches across the ability and age range.
Letters of application should be sent to the Head, Roger Wilkinson, at the school giving curriculum vitae and the names and addresses of two referees. Further details will then be sent. (15284) 070-80

BROMLEY

LONDON BOROUGH OF
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent. BR2 7DB
(Six form entry, co-educational, 11 - 18 years)
Required for September, 1981 Part-time MASTER/MISTRESS able to teach PHYSICS, Scale 1 plus £498 London Area Allowance. Up to 2½ days per week available. It is hoped to recruit an able and enthusiastic teacher who would be interested in working in a disciplined and responsive environment. The school has a large sixth form of 270 students and easily fills all ability levels of a balanced intake.
Application forms and further particulars may be obtained from Dr. J. S. Leamington at the School, to whom completed forms should be returned as soon as possible. (Tel: 01-462 2767). (15979) 070-80

BROMLEY

LONDON BOROUGH OF
LANGLEY PARK SCHOOL FOR GIRLS.
South Eden Park Road, Beckenham, Kent, BR3 3BE
6 F.E. all-ability school with 350 in joint Sixth Form.
TEMPORARY APPOINTMENT
Required in September, 1981 to replace teacher on maternity leave, a well qualified teacher for Biology to 'A' level with General Science in Lower forms.
Applications including full c.v. and names and addresses of two referees should reach the Headmistress as soon as possible. (15263) 070-80

BROMLEY

LONDON BOROUGH OF
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
(1250 boys, 120 in Sixth Form)
A full-time teacher is required for September, 1981, to teacher Physics. An ability to teach some Mathematics in the lower forms will be an advantage. Physics is taught to C.S.E., 'O' and 'A' and Scholarship level. About 35 boys at present are following 'A' level courses in Physics. This post could be filled by two part-time teachers.
Letters of application and the names of two referees should be sent to the Headmaster as soon as possible. (15277) 070-80

CORNWALL

EDUCATION COMMITTEE
There is a Removal Expenses Scheme
REDRUTH SCHOOL
Tolgus School, Redruth, Cornwall. TR15 1TA
Group No: 13
No. on Roll: 1862
Sixth Form of: 126
PHYSICS - Scale 1
The successful applicant will be required *to undertake a substantial amount of 'O' and 'A' level work.*
Redruth School is an 11 - 18 mixed comprehensive school of 1862 pupils. The school is a split site on one campus.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.
Closing date: as soon as possible. (18896) 070-80

DERBYSHIRE
EDUCATION COMMITTEE

JOHN PORT SCHOOL
Etwall, Derby

Graduate teacher of Chemistry (Scale 1) required from September 1981 at this 11 - 18 comprehensive school.

Applications by letter, with curriculum vitae and the names of two referees, to the Headmaster. (15469) 070-80

DERBYSHIRE

HENRY FANSHAW SCHOOL
Dronfield, Sheffield, S18 6XD
A SENIOR COMPREHENSIVE (14 - 18)
Number on Roll 1200 mixed, including 290 in the sixth form
A temporary teacher of Physics is required for the Autumn Term.
Apply by letter as soon as possible, giving full curriculum vitae and details of two referees, to Head Master. (15359) 070-80

DURHAM

COUNTY COUNCIL
FRAMWELLGATE MOOR COMPREHENSIVE SCHOOL
11 - 18 years 1349 on roll.
CHEMISTRY - Salary Scale 1 - Teacher required for September 1981 to teach subject to C.S.E. and G.C.E. 'O' level. Combined Sciences are taught on the first two years.
Stamped addressed envelope for application form and further details to Area Education Office, County Hall, Durham.
Closing date for receipt of applications 10th July 1981. (15451) 070-80

DURHAM

COUNTY COUNCIL
HURWORTH COMPREHENSIVE SCHOOL
11 - 16 years. 566 on roll.
PHYSICS - Salary Scale 1 - Teacher required for September, 1981, to be responsible for Physics throughout the School and teach subject to C.S.E. and G.C.E. 'O' level with some Lower School General Science.
Stamped addressed envelope for application form and further details to: Area Education Office, 'Craig Lea', Uplands Road, Darlington. Closing date for receipt of applications 10th July 1981. (15449) 070-80

ESSEX

CLACTON COUNTY HIGH SCHOOL
Walton Road, Clacton on Sea
Tel: Clacton 24266
(Roll 1450)
BIOLOGY SCALE 1
Required September, teacher of BIOLOGY to at least 'O' level.
Apply by letter to the Headmaster within 10 days with curriculum vitae and two referees. S.a.e. if further information required.
THE GILBERD SCHOOL
North Hill, Colchester
Tel: 77266
(Roll 865)
BIOLOGY SCALE 1. September 1981. Qualified Graduate to teach Biology to 'A' level, expanding school, part selective. Nuffield approach.
Curriculum vitae and names of referees to the Headmaster WITHOUT DELAY. (foolscap s.a.e. please).
BRAYS GROVE COMPREHENSIVE SCHOOL
Tracyes Road, Harlow
Tel: Harlow 39161
(Roll 1100)
PHYSICS TEACHER SCALE 1
Re-advertisement
Required for September 1981 for Physics to all levels and Nuffield Combined Science.
Applications to the Headteacher with curriculum vitae and names of two referees (foolscap s.a.e. please). (16161) 070-80

HARROW

EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner, Middlesex.
Tel. No: 01 - 863 1306
Physics (scale one) required for September, a well qualified and enthusiastic teacher of Physics to join a successful department in this 12 - 16 years Comprehensive School. The person appointed will be able to teach up to G.C.E. 'O' level standard and will be also required to teach Integrated Science to the Lower School. The School is an eight form entry High School situated in the pleasant suburb of Pinner. (Greater London allowance paid).
Application forms *from and to be returned to Headteacher by 6th July.*
Please enclose stamped addressed envelope. (15527) 070-80

GLOUCESTERSHIRE

PATE'S GRAMMAR SCHOOL FOR GIRLS
Albert Road, Cheltenham, Gloucestershire. GL52 3JD
(Voluntary Aided selective, age range 11 - 18)
Required from September 1981, teacher of Physics (Scale 1). Good specialist graduate qualifications essential. Full time post, but applicants seeking part-time work also considered.
Please apply by letter to the Headmistress, enclosing curriculum and names and addresses of two referees. (15207) 070-80

HAMPSHIRE

TESTBOURNE SCHOOL
Micheldever Road, Whitchurch. RG28 7JD.
11 - 16 Mixed Comprehensive.
N.O.R. 934
Required September 1981 or January 1982 Scale 1 Teacher of Chemistry and General Science in the upper school, chemistry at 3rd year level and also participate in integrated science in the lower school.
Applications to Headmaster. (15352) 070-80

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
ASHLYNS SCHOOL
Chesham Road, Berkhamsted
Required for September Teacher of BIOLOGY Scale 1. Temporary post in the first instance (maternity leave) but with the possibility of becoming permanent.
Ashlyns School is a 13 - 18 school and there are large 'A' level and 'O' level groups in all three sciences. The successful candidate must be able to teach to 'A' and 'O' level as well as having a commitment to less able children. It would be an added advantage for the successful candidate to offer some chemistry or physics and a willingness to take part in extra curricular activities.
Apply by letter to the Headmaster giving the names and addresses of two referees. (15327) 070-80

HERTFORDSHIRE

COUNTY COUNCIL
Dacorum Division
TRING SCHOOL
Mortimer Hill, Tring, Herts.
Tel: 2303
Voluntary Controlled, Church of England, mixed all-ability, 11 - 18 school, 1,000 on roll. Additional allowance £913 payable.
Scale 1. Required for September 1981, a BIOLOGY graduate to teach General Science in years 1 and 2 and Biology to C.S.E. and G.C.E. 'O' and 'A' level. The school has well-equipped, purpose built laboratories. Field work is encouraged and there is a strong tradition of 'A' level courses in the subject.
Applications by letter (no forms) immediately to Headmaster at school including details of qualifications, teaching experience and the names of referees. (15329) 070-80

KIRKLEES

METROPOLITAN COUNCIL
DEIGHTON HIGH SCHOOL
Deighton Road, Deighton, Huddersfield HD2 1JP
(REF.373a)
Required for September 1981 for this 11 - 16 mixed comprehensive school SCALE 1 teacher of BIOLOGY to 16+ and general Science in Lower School.
Excellent facilities available. Applications by letter with full curriculum vitae and the names of two referees to the Head Teacher as soon as possible. (17888) 070-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue, Walderslade, Kent.
Required from September 1981, a teacher of SCIENCE for this Scale 1 post.
Application in writing to the Headmaster at the school giving curriculum vitae and two referees.
Dover Division
WALMER SECONDARY SCHOOL
Salisbury Road, Walmer, Deal.
(440 mixed on roll incl. small VIth form)
Required September graduate teacher of Science at this Modern School on an elevated site overlooking unspoilt coastline and situated close to Dover and Canterbury. Applicants who it is hoped will include those about to qualify should have a specialist interest in Physics or Chemistry and be prepared to teach Mathematics as a subsidiary subject.
Letters of application together with the names and addresses of two referees to the Headmaster at the School.
Thanet Division
HARTSDOWN COUNTY SECONDARY SCHOOL
Margate
(Roll 900 Mixed)
Required for September 1981 a teacher of Physics with some Chemistry. (Scale 1) to teach both subjects to CSE and 'O' level.
Application forms with the names and addresses of two referees to the Headmaster.
THE HOLY CROSS RC (AIDED) SECONDARY SCHOOL
Ramsgate Road, Broadstairs
Required for September 1981/January 1982. Teacher of Biology to CSE and 'O' level standard and General Science to Lower School. Scale 1 post. Practising Roman Catholics preferred.
Application forms with the names and addresses of two referees to the Headmaster.
THE HOLY CROSS RC (AIDED) SECONDARY SCHOOL
Ramsgate Road, Broadstairs.
Required for September, 1981, January 1982, Teacher of Physics to CSE and 'O' level standard and General Science to lower school. Scale 2 post available for suitable applicant.
Practising Roman Catholics preferred.
Applications with the names and addresses of two referees to the Headmaster.
ST. JOHN'S CE (CONTROLLED) SECONDARY SCHOOL FOR BOYS
Margate.
Required for September 1981 a teacher of Science (with a sympathy for the Nuffield Curriculum) mainly in the lower school. Main of subsidiary subjects immaterial.
Candidates must be flexible in their approach. Applications from college leavers invited.
Application forms together with the names and addresses of two referees to the Headmaster.
Maidstone Division
THE CORNWALLIS SCHOOL
Linton, Near Maidstone.
1630 Mixed. 11 - 17 High School serving rural area south of Maidstone. Comprehensive intake with some transfers to Upper Schools at 13+. Courses to CSE and 'O' level.
Required September 1981. Teacher of Biology or Chemistry: Scale 1, to CSE. Opportunity for 'O' level work later. Science Department is well equipped and has nine laboratories.
Applications to Headmaster with curriculum vitae and names and addresses of two professional referees. (16094) 070-80

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., Foolscap) from the Heads at the Schools:
Please quote reference 26/6 on correspondence.

SECONDARY HEADSHIP

SOMERSET
Westfield School, Yeovil
HEAD for this 11-16 mixed comprehensive school, 900 on roll. Appointment to commence January 1982: For further details please see full advertisement under Secondary Headships section.

SECONDARY

The King Alfred School, Highbridge, Burnham-on-Sea
(11-18 mixed comprehensive, 1500)
For January 1982, HEAD OF MATHEMATICS, scale 4. An experienced teacher is required for this important post. Excellent facilities.
Application form and details (SAE) from the Head at the school. Closing date 13th July 1981.

The Castle School, Taunton
(11-16 mixed comprehensive, 870)
For January 1982, well qualified and experienced teacher to be HEAD OF HOME ECONOMICS AND NEEDLEWORK, scale 3. Well established and lively department, with good facilities. Ability to teach both subjects to "O" level essential.
Application form and details (SAE) from the Head at the school. Closing date 13th July 1981.

St. Dunstan's School, Glastonbury
(11-16 mixed comprehensive, 670)
For January 1982, HEAD OF GIRLS' PHYSICAL EDUCATION, scale 2. Application form and details (SAE) from the Head.
Applications by letter, to the Head at the school, with curriculum vitae and names of two referees. Closing date 14th July 1981.

Frome College, Frome
(13-18 mixed comprehensive, 1467, and F.E. College combined, on separate sites)
For September 1981, temporary teacher of BOYS' PHYSICAL EDUCATION, scale 1. A suitable candidate will be considered for permanent appointment. The College has outstandingly good facilities, including Sports Centre on site. An interest in any or all of: Association Football; Rugby; Cricket and Basketball will be an advantage.
Applications by letter in the first instance, to the Principal at the College, giving full details and names of two referees. Enclosing two S.A.E. for job description and final result. Closing date: 6th July 1981.

The King Alfred School, Highbridge, Burnham-on-Sea
(11-18 mixed comprehensive, 1500)
For September 1981:
(i) Teacher of HOME ECONOMICS, scale 1. Ability to offer child care a great advantage. To teach across the age range.
(ii) Teacher of MATHEMATICS, scale 1. To teach across the age range.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Court Fields School, Wellington
(11-16 mixed comprehensive, 850)
For September 1981, teacher of ENGLISH, scale 1, to join a full-time specialist team and share in the teaching of English over the whole age and ability range.
Application forms and details (SAE) from the Head at the school. Closing date 6th July 1981.

Crispin School, Street
(11-16 mixed comprehensive, 1180)
For September 1981, temporary specialist teacher of ART, to CSE and 'O' level, scale 1. For one term in the first instance.
Application form and details (SAE) from the Head at the school. Closing date 6th July 1981.

Court Fields School, Wellington
(11-16 mixed comprehensive, 830)
For September 1981, teacher of POTTERY and ART across the full age and ability range, scale 1. Large well-equipped studio available.
Application form, returnable as soon as possible, and details (SAE) from the Head at the school.

PRIMARY DEPUTY HEADSHIP

West Huntspill County Primary, Nr. Highbridge
For January 1982, DEPUTY HEAD for this group 3 school, 120 on roll.
Application form, returnable as soon as possible, and details (SAE) from the Head at the school.

PRIMARY

Birchfield County Primary, Yeovil (420)
for September 1981, Teacher scale 1, for infants or juniors.
Applications by letter, as soon as possible, with curriculum vitae and names of two referees. TESD76

JOB OPPORTUNITIES

Unless otherwise stated, the following posts are required for 1st September 1981. Secondary Schools: Forms/further details from and returnable to the Headteacher at the School. S.A.E. please.
Closing date: 6th July 1981.

LANCASTER RIPLEY ST. THOMAS C.E. SECONDARY
Ashton Road, Lancaster. (Roll 1207 — 11-18 mixed, 108 Sixth Form)
1st September 1981 or as soon as possible thereafter
SCALE 1 — HOME ECONOMICS, MAINLY NEEDLEWORK
Religious Knowledge advantage.

BLACKPOOL ST. GEORGE'S HIGH
Cherry Tree Road, Blackpool. (Roll 1028 Mixed, 11-16)
Two Posts
SCALE 1 — PHYSICAL EDUCATION — GIRLS
SCALE 1 — ENGLISH

LEYLAND; BALSHAW'S HIGH
Church Road, Leyland. (Roll 895 — 11-16 mixed. Comp.)
Three Posts
SCALE 1 — RELIGIOUS EDUCATION, SUBSIDIARY ENGLISH PREFERRED
SCALE 1 — FRENCH, WITH SUBSIDIARY SPANISH OR GERMAN
SCALE 1 — CRAFT, DESIGN AND TECHNOLOGY, WITH CONTROL TECHNOLOGY ADVANTAGE.

LEYLAND RUNSHAW COLLEGE
Langdale Road, Leyland. (Roll 800 — 16-19)
Four Posts.
SCALE 1 — PHYSICS AND ELECTRONIC SYSTEMS
Interest in Engineering Drawing advantage. All to 'A' level
SCALE 1 — CHEMISTRY TO GCE 'A' LEVEL
SCALE 1 — COMPUTER SCIENCE AND MATHEMATICS BOTH TO 'A' LEVEL
SCALE 1 — BUSINESS STUDIES AND ECONOMICS.
Interest in Law advantage, all to 'A' level.

WALTON-LE-DALE BROWNEDGE ST. MARY'S R.C. HIGH
Station Road, Bamber Bridge, Preston. (Roll 924 — 11-16 mixed)
SCALE 1 — ART AND POTTERY

BURSCOUGH PRIORY HIGH
Trevor Road, Burscough, Ormskirk. (Roll 840 Mixed)
SCALE 1 — PHYSICS WITH MATHEMATICS

BLACKBURN PLECKGATE HIGH
Pleckgate Road, Blackburn. (Roll 1226 mixed 11-16)
SCALE 1 — ENGLISH

OSWALDTWISTLE RHYDDINGS COUNTY HIGH
Haworth Street, Oswaldtwistle (Roll 1100 — 11-16 Comp.)
SCALE 1 — WOODWORK AND TECHNICAL DRAWING

MISCELLANEOUS
INSTRUMENTAL MUSIC TEACHING SERVICE
1st September 1981
PERIPATETIC INSTRUMENTAL MUSIC TEACHERS (VIOLIN)
(Two Posts)
Forms/further details for this post only from/to C Education Officer, P.O. Box 61, County Hall, Pres PR1 8RJ. (Ref. 61 MAM). S.A.E. please.

LANCASHIRE COUNTY COUNCIL

SECONDARY SCIENCE SCALE 1
continued

HILLINGDON
LONDON BOROUGH OF
SOUTHBOURNE SCHOOL
Southbourne Gardens, Eastcote, Ruislip, Middx HA4 9TB
Number on roll 795 (64 in Sixth Form)

Teacher (Scale 1) of Biology in this mixed comprehensive school. There are six equipped science laboratories and Biology is taught up to 'A' level in a growing Sixth Form. Ability to teach combined Science or Chemistry up to 'O' level a strong recommendation.

London Allowance Payable.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. (15473) 070-80

LEICESTERSHIRE
GUTHLAXTON COLLEGE
PHYSICAL EDUCATION
See main Ad. under PHYSICAL EDUCATION. (15420) 070-80

LEICESTERSHIRE
LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester
In the Leicestershire plan for the organisation of secondary education Upper 14 - 18
Roll 1080
BIOLOGY - SCALE ONE

Required August, teacher of Biology, General Science and Rural Studies, able to teach to 'O' and 'A' level and to contribute to a C.S.E. course in Combined Science. Should possess practical skills to contribute to Science/Technology courses for the new sixth form.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15426) 070-80/11

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester
In the Leicestershire plan for the organisation of secondary education Upper 14 - 18
Roll 1400
RURAL SCIENCE AND BIOLOGY - SCALE ONE

Required August. C.S.E. rural science and up to 'O' level biology at this 14 - 18 Community College. Excellent facilities, including laboratories and fully equipped greenhouse.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15422) 070-80

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester
In the Leicestershire plan for the organisation of secondary education Upper 14 - 18
GENERAL SCIENCE - SCALE ONE

Required August, teacher of general science and chemistry. Opportunity to assist in planning and development of new science for a growing sixth form.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15421) 070-80

LEICESTERSHIRE
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester
Comprehensive 11 - 18
A new 11 - 18 Community College, due to open in August (years 1 & 2 only) and designed to eventually accommodation 1200 pupils)
SCIENCE
Scale one

Required August, enthusiastic and committed teacher, initially to teach an integrated course in the lower school. Please state second subject. Details available (SAE).

Apply immediately to the Principal, Mr. C. Ingleton BA, c/o Room 134, Education Department, County Hall, Glenfield, Leicester, LE3 8RF. (15432) 070-80

LEICESTERSHIRE
RUSHEY MEAD SCHOOL
Melton Road, Leicester.
Comprehensive 11 - 16, Roll 1221
BIOLOGY
Scale one

Required August teacher of Biology to C.S.E. and 'O' level with the ability to offer some Chemistry.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (15436) 070-80

LINCOLNSHIRE
STAMFORD FANE SECONDARY SCHOOL
ASSISTANT
Scale 1 - Roll 630
Required for the academic year 1981/82 only owing to teacher being granted secondment, a well qualified and preferably experienced teacher of Biology to CSE and 'O' level in a strong and progressive science department. Successful candidate should possess the initiative to continue the development of biology courses at all levels and be able to teach combined sciences in the lower school.
Further particulars and forms from the Headmaster, Fane County Secondary School, Green Lane, Stamford, Lincs (s.a.e.) Closing date 10 July. (14387) 070-80

MERTON
LONDON BOROUGH OF
EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey
Headteacher: J.P. Attroe, BSc. J.P.
Tel: 648 4904
Age range: 13 - 18 years
No. on roll: 720 pupils
Biology teacher (Scale 1) required for September, 1981. Ability to teach integrated Science an advantage. A Scale 2 is available to an experienced applicant.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (15226) 070-80

NEWHAM
LONDON BOROUGH OF
TEACHER OF CHEMISTRY
Scale 1.
Required September 1981. A well qualified Graduate Chemistry Teacher to fill a vacancy in one of the Authority's Comprehensive Schools. Applicants must be able to offer this subject to 'A' level and will also be expected to teach Combined Science in the Lower School.
London Allowance: £759
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (18817) 070-80

NORTHAMPTONSHIRE
KETTERING HENRY GOTCH SCHOOL
(Deeble Road, Kettering, Northants, NN15 7AA)

Required for September 1981, on a temporary One Year appointment a qualified teacher of Science (Scale 1) to teach Physics up to 'O' and C.S.E. level and General Science to lower school classes. Some Chemistry teaching could be arranged if desired.

The school, coeducational and comprehensive, will have about 760 pupils on roll in September.

Further details and application form can be obtained from the Headmaster (foolscap s.a.e. please). (17983) 070-80

REDBRIDGE
LONDON BOROUGH OF
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT
Telephone: 01-554 8935
Head: Miss M. B. Evans, M.A.

Required from September 81: a teacher of Physical Sciences to teach Physics and Chemistry, with 'O' or 'CSE' courses available for a suitable candidate.

The post is permanent within the Authority, and the successful candidate will teach at Seven Kings High School for one year in the first instance, a mixed 7FE 11 - 18 comprehensive school. The post is on Scale 1, with Outer London Allowance of £498.

Applications should be by letter, giving details of age, education and qualifications, and the names and addresses of 2 referees, to the Headmistress at the school as soon as possible. (17850) 070-80

Cyngor Sir DYFED County Council
EDUCATION COMMITTEE

All posts required for 1st September 1981 or as soon as possible thereafter.

1. LLANGWM V.C. SCHOOL, HAVERFORDWEST
Applications are invited from experienced qualified teachers for the post of Headteacher at the above school. Applicants should have at least five years teaching experience in Primary Schools.
Application forms available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen.

2. MYRDDIN C. P. SCHOOL, CARMARTHEN — Unit for ESN (S) children
Applications are invited for the post of Teacher in Charge. Applicants should have recognised qualifications in Special Education and be experienced in working with handicapped children. A knowledge of Welsh would be advantageous. Salary Scale 2 plus Special Class Allowance.
Application forms available on receipt of a stamped addressed envelope from the Area Education Officer, 1 Penlan Road, Carmarthen.

3. HEOL GOFFA ESN(S) DAY/RESIDENTIAL SCHOOL, Llanelli.
Teacher for Special Care Class. Salary Scale 1 plus Special Class Allowance but a Scale 2(S) post may be offered to a candidate with suitable nursing experience.
Application forms available on receipt of a stamped addressed envelope from the Area Education Officer, 17 Goring Road, Llanelli.

4. EASTGATE THERAPY UNIT, Pembroke
Teacher in Charge — Scale 3 plus Special Class Allowance
A suitably qualified teacher with substantial teaching experience is required for the above post. The Unit caters for approximately 20 children in the 7-16 age group with behaviour difficulties. A qualification in this field would be an advantage.
Application forms for posts 3 and 4 are available on receipt of a stamped addressed envelope from The Area Education Officer, Area Education Office, G.P.O. Box 18, St. Thomas' Green, Haverfordwest.
Closing date for all posts — 8th July, 1981.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed.
TESD75

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, E11
Telephone: 01 989 9052
Head: Michael Wootton

Required from September 1981 a teacher of Science offering either Physics or Biology, and some Combined science to teach to all levels in this 11 - 18 mixed comprehensive school. There is a fully equipped laboratory suite. The post is on Scale 1 with Outer London Allowance of £498.

Applications should be by letter, giving details of age, education and qualifications, and the names and addresses of two referees, to the Head at the school as soon as possible. Further details are available from the Head. (17835) 070-80

LINCOLNSHIRE
BOSTON KITWOOD SECONDARY GIRLS' SCHOOL
Roll 750
For September for one term only. Teacher of Science to take Nuffield Combined Science in lower school and Biology in upper school to CSE and 'O' level.
Forms and details from the Headmistress at the School, Marian Road, Boston, Lincs., PE21 9HB. Closing date 10th July 1981. (14381) 070-80

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Comprehensive 11 - 18: 1200 on roll

Required for September if possible, or January, a teacher of Chemistry (Scale 1). The person appointed will be expected to teach the subject to A and S Levels and Combined Science to all levels and abilities.

Further particulars available upon receipt of S.A.E.

Apply in writing to the Headteacher outlining age, qualifications, experience, and giving the names of two referees. (18885) 070-80

REDBRIDGE
LONDON BOROUGH OF
MAYFIELD HIGH SCHOOL
Mayfield Road, Dagenham, Essex.
Telephone: 01-590 5211
Head: D. T. Jones, B.Sc.

Required from September 1981; a teacher of science to teach throughout the school in this 11 - 18 mixed comprehensive school. The post is on Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school, giving details of age, qualifications, specialism etc, and the names and addresses of 2 referees, as soon as possible. (17839) 070-80

REDBRIDGE
LONDON BOROUGH OF
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford, IG2 6RX
Telephone: 01-554 3608
Head: Miss J. Thompson M.A.

Required from September 81: a teacher of Physical Sciences for this 11 - 18 mixed 6FE comprehensive school with 110 in the Sixth Form. The ability to offer 'A' level Physics would be advantageous. The post is on Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school, giving full details of age, qualifications, etc., with details of 2 referees, as soon as possible. (16504) 070-80

RICHMOND UPON THAMES
LONDON BOROUGH OF
WHITTON SCHOOL
(11 - 16 Comprehensive, 900 mixed)
Percy Road, Twickenham, Middx. TW2 6JW

Applications are invited for the following post available from 1st September 1981. Outer London Allowance payable.

ASSISTANT TEACHER OF PHYSICAL SCIENCE (SCALE 1).

Applicants must be able to teach Physics to GCE level as well as to CSE. He or she may expect also to teach Nuffield Combined Science to pupils in the first and second years. The ability to teach Mathematics will be an advantage. Facilities are excellent including a suite of 5 laboratories, 2 preparation rooms, and darkroom with photographic equipment. The department works as a team of specialists supported by good technical assistance.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 8th July 1981. (16076) 070-80

SANDWELL
METROPOLITAN BOROUGH OF
ALEXANDRA HIGH SCHOOL
(11 - 18 Comprehensive)

Required for September 1981: PHYSICS - Scale 1.

To share teaching up to 'A' level, and some Science in Lower School.

Application forms and further details available from and returnable immediately to Head Teacher, Alexandra Road, Tipton, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (15305) 070-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
COLLEY SCHOOL
Remington Drive, Sheffield S5 9PB
Required for September 1981 a Scale 1 teacher of Science up to 'O' level, with particular reference to the Physical Sciences. An interest in Technology would be appreciated.
SPS allowance payable.
Letters of application, including curriculum vitae and the names of two referees, should be returned to the Head Teacher within 7 days of the appearance of this advertisement. (15087) 070-80

SANDWELL
METROPOLITAN BOROUGH OF
TIVIDALE COMPREHENSIVE SCHOOL
(11 - 18 Comprehensive)

Required for September 1981: PHYSICS - SCALE 1. Please state second subject.

Application forms and further details available from and returnable immediately to the Headteacher, Lower City Road, Tividale, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people. Canvassing of members of the authority will disqualify. (15771) 070-80

SHROPSHIRE
ADAMS' GRAMMAR SCHOOL
Newport, Shropshire
Haberdashers' Company, Voluntary Aided School
400 boys, including 120 boarders and 96 in the Sixth form

Required for September 1981, a graduate to teach CHEMISTRY throughout the school. Opportunity to share 'A' level teaching in large science department, for suitable candidate. This can be a boarding appointment (resident or non-resident) with allowance provided in return for boarding duties. Opportunities for involvement in Computer work, music, drama, C.C.F., games and outdoor pursuits (the school has its own cottage in Wales.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (14546) 070-80

ST HELENS
EDUCATION COMMITTEE
PARR HIGH SCHOOL
Fleet Lane, St. Helens WA9 1ST
(11 - 18 years mixed Comprehensive; 1129 on roll, 30 in sixth form)
CHEMISTRY (SCALE 1)

Sixth form work available.

Application forms available from the Headmaster to whom they should be returned immediately. (15031) 070-80

SUNDERLAND
BOROUGH OF
EDUCATION DEPARTMENT
SHINEY ROW SCHOOL
(Group 10)
Success Road, Philadelphia, Houghton-le-Spring DH4 4TL, Tyne & Wear.

Required for September, 1981, Teacher of Physical Sciences (Scale 1). Ability to teach Physics to any level would be an advantage. 'A' level work available for a suitable candidate.

Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 10th July 1981. (15273) 070-80

SURREY
ROBERT HAINING C68.
12 - 16. 800 pupils mixed.
Mytchett Place Road, Mytchett, Camberley, Surrey.

SCIENCE. PHYSICS Scale 1. To teach 'O' and C.S.E. Physics and with ability to help with Chemistry & General Science in the Science Department.

GENERAL SCIENCE Scale 1. To teach Science throughout the school, examination work available in specialist area.

Applications are welcome from newly qualified teachers. Further details and application form from Headmaster. Tel: Farnborough 44979. (16025) 070-80

SUTTON
LONDON BOROUGH OF
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey

Teacher of Chemistry, Scale 1, required for September for this five form entry school for boys and girls form 11 - 18. Chemistry is taught to CSE and 'O' level and opportunity exists for 'A' level work. There are five laboratories in this well-equipped, recently modernised Science Department.

Please write to the Head giving full details of qualifications and experience and the names and addresses of two referees. (17974) 070-80

WAKEFIELD
CITY OF
METROPOLITAN DISTRICT COUNCIL
CROFTON HIGH SCHOOL
Mixed Comprehensive (11 - 16) (1104 on roll)

Required for September 1981, a GENERAL SCIENCE TEACHER (Scale 1) preferably with qualifications and/or experience in Physical Sciences.

Application forms available on receipt of a s.a.e. from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement. (15093) 070-80

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST. PETER'S COLLEGIATE SCHOOL
Aided C of E Comprehensive School
N.O.R. 850

Biology graduate required for September in this School with an expanding academic sixth form. Competence to teach across the age and ability range to 'A' level essential.

Applicants should preferably be communicants of the Church of England or otherwise interested in Christian education.

Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (SAE please). (17900) 070-80

Social Studies

Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston Upon Hull Division
NEWLAND HIGH SCHOOL
Cottingham Road, Hull
Head: Miss D. M. Nicholson, M.A.
Required for September a well qualified teacher of ECONOMICS, GEOGRAPHY and SOCIAL STUDIES (Scale 1) to work at all levels in this girls comprehensive school with approximately 800 pupils aged 13 - 18 on roll.
'A' level work in Economics is available for a suitably qualified candidate. Application forms available from the Head should be returned by 8th July. 1981. (16037) 071-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THE GORDON SCHOOL
Lower Higham Road, Gravesend, Kent, DA12 2LZ
Headmaster: D. H. Bridger, M.Sc., M.I. Biol.
Required for September, 1981, assistant teacher to teach Sociology with General Studies.
This post is suitable for a probationer teacher and formal qualifications in Sociology are a requirement. General Studies is a Mode 3 CSE course.
Applications should be sent to the Headmaster at the school and should include a curriculum vitae and the names and addresses of two professional referees or in the case of college leavers the names and addresses of the Principal of their college. (15405) 071-80

Speech and Drama

Other Posts on Scale 2 and above

SHROPSHIRE
EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
Required January 1982:-
DRAMA TEACHER (Scale 2), in charge of Drama Education to 'A' Level. Able enthusiastic teacher sought.
Further details from Head (S.A.E.). (15525) 072-53

Scale 1 Posts

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Division
THE MISBOURNE SCHOOL
Great Missenden, Bucks.
Head: D.B. Thrower, MBE.
No. on Roll: 800 (12 - 18 years).
Required for September, an enthusiastic teacher of DRAMA and THEATRE STUDIES who can teach throughout the age range, including 6th Form 'A' level work in addition to CSE and 'O' level courses. Drama is taught within an Arts Faculty and it is essential that the candidate is able to play an active role in the lower school General Arts course as well as develop the study of theatre at 6th Form level alongside existing staff. Candidates must be experienced in production and be prepared to take on a heavy production schedule. Scale 2 for suitably qualified candidate.
Please apply by letter to the Headmaster giving a detailed curriculum vitae and the names of two referees (sae please). (17960) 072-80

HAMPSHIRE
FORT HILL SCHOOL
Kenilworth Road, Winklebury, Basingstoke, RG23 8JQ
A new school 11 - 16 years, with a 6 form entry, built on the site of an Iron Age Camp and developing as a Community School.
Required September, 1981 Scale 1 Teacher of Drama and Music. A new Drama and music suite are being built.
Apply in writing to the Headmaster in the first instance and send s.a.e. for further details. (16052) 072-80

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hitches Lane, Fleet, Hampshire
N.O.R. 1300
(Comprehensive Mixed 11 - 16)
Required for September, 1981 Scale 1 Teacher of Drama.
(Closing date one week after appearance of this advertisement)
Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (16048) 072-80

HAVERING
LONDON BOROUGH OF
HALL MEAD SCHOOL
(Roll 1027 Co.Ed)
Marlborough Gardens, Cranham, Upminster, RM14 1SF
Telephone: Upminster 25684
Headteacher: B. B. Saunders, B.A.
DRAMA, SCALE 1
Required September 1981, prepared to teach throughout the school. Ability to assist with English an added advantage.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (15244) 072-80

Technical Studies

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
LINMEAR MIDDLE SCHOOL
Parkside Drive, Houghton Regis, Dunstable, Beds.
0582 863494
Headmaster: Mr. W. Plumridge, B.A., A.C.P.
Required for January 1982 Head of Craft - Scale 3. Applicant will be required to take charge of the design centre (Metalwork, Woodwork, Clay, Cookery, Needlework, Art and Enamelling) to lead a team teaching full time to pupils aged 9 - 13.
Application forms are obtainable from and returnable to the Headmaster at the school (sae please). (15800) 073-53

RICHMOND UPON THAMES
LONDON BOROUGH OF
SHENE SCHOOL
Park Avenue, East Sheen, SW14 8RG

Required for January 1982 or earlier if possible, a Head of Department of Craft, Design and Technology (Scale 3). There are excellent facilities in a well equipped and purpose built technology block and design studio.

Craft, Design and Technology forms part of the core curriculum in the lower school, whilst in the upper school the Department offers courses in Design Technology, Graphical Communication and Motor Engineering. Pupils of all abilities are encouraged to opt for subjects within the Department. It is hoped to appoint a teacher of drive and ambition who can both lead a team of four full-time staff and further develop the progressive and flourishing courses run by the Department.

Shene is an 11 - 16 mixed comprehensive school situated in pleasant grounds close to Richmond Park.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school by 8th July 1981. (16078) 073-31

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
Education Department
Swale Division
SITTINGBOURNE WESTLANDS HIGH SCHOOL
Required January 1982 or sooner, Teacher in charge of Woodwork, to C.S.E. and G.C.E. 'O' level. Scale 2 post. (16098) 073-53

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Headmaster: Mr. J. B. Hodgson
Telephone: Bedford 64541
Required for September 1981, a Teacher of Technical Studies, Scale 1, with particular interest and expertise in woodwork. Courses already established to 'O' level. Teacher will join a team of five offering a wide range of courses in technical studies.
Application forms and further details from the Headmaster, s.a.e. please. (16305) 073-80

ESSEX
SOUTH EAST ESSEX SIXTH FORM COLLEGE
Runnymede Chase, Thundersley, Benfleet
Tel: South Benfleet (037 45) 56111
(Roll 1030 - All ability Students)
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY - SCALE 1
Required September: Design and Technology teacher to offer Graphical, Motor Engineering, or Electronics skills to examination groups.
Curriculum vitae and names of two referees to the Principal (foolscap s.a.e. please). (15517) 073-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, THE ABBEY HIGH SCHOOL
Easemore Road, Redditch, Worcs. B98 8HB
(13 - 18)
Required for September, 1981 - A teacher of Metalwork (Scale 1 or 2 according to experience). At this stage the Governors expect to appoint a newly-qualified teacher. However, if an experienced teacher (with the calibre and experience necessary to take responsibility within the Department of teaching of C.D.T. for the organisation and teaching of Metalwork) is available for September, he would be very welcome to apply.
Whichever is the case the Governors hope to appoint a talented and imaginative teacher with a broad view of the subject. The Department of Craft, Design and Technology has a very strong Design bias and, as well as running courses in Woodwork, Metalwork and Technical Drawing, is involved in 'O' level Technology, 'A' level Design and advanced Industrial Projects for VIth Formers.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (15010) 073-80

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THE HALSEY SCHOOL
Fannycroft Road, Hemel Hempstead
Tel. H. H. 55466
A teacher is required for September to teach TECHNOLOGY up to G.C.E. 'O' level standard in an existing course.
Times could perhaps be arranged to suit a part time appointment.
Please apply to the Headmaster at the school straightaway by letter or telephone. (15953) 073-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull division
PERENS/SIDMOUTH JUNIOR HIGH SCHOOLS
Required for September a full-time teacher of TECHNICAL STUDIES (Scale 1) with an interest in co-operating with other crafts or subjects to teach at the above schools for pupils aged 9 - 13.
Application forms available from the Divisional Education Office, Prospect House, Prospect Street, Hull: should be returned by 8th July, 1981. (16040) 073-80

OXFORDSHIRE
COUNTY COUNCIL
THE MARLBOROUGH SCHOOL, Woodstock.
Shipton Road, Oxford
Roll 700+
Required from September 1981, a temporary Teacher of Pottery, to join the Design Team.
Apply with full details to the Headteacher. S.A.E. (18883) 073-80

SECONDARY TECH. STUDIES SCALE 1
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Canterbury Division
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Canterbury
(Headmaster: J.G. Beard, B.A.)
Required for September, 1981, TEACHER OF TECHNICAL STUDIES (Scale 1) for Woodwork, Metalwork, Technical Drawing, etc.) in New buildings, well equipped to a high standard.
Opportunities for teaching all or any subject(s) to G.C.E. 'O' and 'A' levels. In a C.D.T. based curriculum.
This is a five form-entry, 11 - 18 developing Comprehensive, mixed school.
Further details and application forms from the school in Old Dover Road, Canterbury (Telephone 0227-66283).
THANET DIVISION
HARTSDOWN COUNTY SECONDARY SCHOOL
Margate, Kent
(Roll 900 mixed)
Required in September 1981, a teacher of Craft/Technology Scale 1 capable of teaching craftwork in metal and other materials. The post required a teacher who can contribute and widen the development of the subjects throughout the school. There are courses to CSE and GCE 'O' level within the Department.
Application forms with the names and addresses of two referees to the Headmaster.
KING ETHELBERT COUNTY SECONDARY SCHOOL
Birchington
(Roll 820 Mixed)
Required for September 1981, teacher of Light and Heavy Crafts. Scale 1 post.
Applications with names and addresses of two referees to the Headmaster (S.A.E. Please). (13409) 073-80

NORTH YORKSHIRE
COUNTY COUNCIL
SCARBOROUGH SIXTH FORM COLLEGE
Sandybed Lane, Scarborough YO12 5LF
Number on roll 590
Required for September 1981 a teacher of TECHNICAL (Scale 1). The successful applicant will share with the head of department teaching 'A' level Design Technology, 'O' level Craft Design and Technical Drawing and General Studies courses. The time-table will also include a little games and the ability to help with college teams will be an advantage. The Technical Studies department has a well equipped workshop and good facilities for Technical Drawing which were built for the College when it opened in 1973.

Conditions of Service are those prescribed by North Yorkshire County Council in the Scheme of Conditions of Service of teachers, for the time being in force. There Conditions of Service may be refered to at the school or at the Area Education Office or at County Hall.
Apply directly to the Principal at the Sixth Form College, including a curriculum vitae and the names and addresses of two referees. (17892) 073-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, E11
Telephone: 01-989 9052
Head: Michael Wootton

Required from September 81: a suitably qualified teacher of Technical Studies to teach to all levels in this 11 - 18 mixed comprehensive school. There are new workshops with excellent facilities. The post is on Scale 1 with Outer London Allowance of £498.

Applications should be by letter, giving age, details of education and qualifications, to the Head at the school, from whom further details are obtainable. Applications are returnable as soon as possible. (17832) 073-80

REDBRIDGE
LONDON BOROUGH OF
TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells, IG8 0TP
Telephone: 01-504-9756
Head: J.P. Greene, B.Sc(Econ). J.P.

Required for September 1981: a teacher of Craft Design and Technology at this 11 - 18 mixed 6 F.E. comprehensive school, with courses to 'O' and 'A' level. The ability to teach Design and Technology would be useful; the main teaching load will be Technical Drawing and Graphic Communication. The post is on Scale 1, with Outer London Allowance of £498; there is the possibility of a Scale 2 for a suitable applicant.

Please apply direct to the Head at the school, giving full details and the names and addresses of two referees, as soon as possible. (14562) 073-80

ROTHERHAM
METROPOLITAN BOROUGH OF
DEPARTMENT OF EDUCATION
RAWMARSH COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1195 on roll.
Required for September, 1981, TEMPORARY F/T TEACHER - SCALE 1 +S.P.A., required for Craft for the Autumn Term only in the first instance.
Closing date: As soon as possible.
Letters of application to the Headteacher, Rawmarsh Comprehensive School, Monkwood Road, Rawmarsh, Rotherham S62 7BT.
F. W. Ellis, Director of Personnel Resources. (16082) 073-80

SEFTON
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
STANLEY HIGH SCHOOL
Fleetwood Road, Southport, Merseyside, PR9 9TF
TEACHER OF ART AND CRAFTS (Scale 1) required for September 1981 preferably with an interest in Crafts, Design and Technology.
Apply by letter to the Headteacher, enclosing curriculum vitae, names, addresses and telephone numbers of two referees and a s.a.e. (own telephone number should be given). (15057) 073-80

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton
(11-18 Comprehensive - 1480)
Required September, TECHNICAL TEACHER (Scale 1)
[illegible] specialisms and names of [illegible] application (no forms) [illegible] (15119) 073-80

ST HELENS
EDUCATION COMMITTEE
PARR HIGH SCHOOL
Fleet Lane, St. Helens WA9 1ST.
(11 - 18 years mixed Comprehensive; 1129 on roll, 30 in sixth form)

CRAFT (SCALE 1). Principally woodwork. Work to 'O' level available.

Application forms are available from the Headmaster to whom they should be returned immediately. (15033) 073-80

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
(12 - 18)
CRAFT, DESIGN AND TECHNOLOGY teacher Scale 1 required Sept. 1981.
Application form and further details from the Head Tel: 01 397 0671. (17973) 073-80

WARWICKSHIRE
SHIPSTON ON STOUR HIGH SCHOOL
Darlingscote Road, Shipston-on-Stour, CV36 4DY

Required September 1981, teacher, Scale 1, for Boys' Technical Department to teach mainly Technical Drawing. Scale 2 available for suitably qualified and experienced candidate.

Application form and further details are available from Acting Head at the School (SAE please). (17897) 073-80

Other than by Subject Classification

Heads of Department

BERKSHIRE
DENEFIELD SCHOOL
Long Lane, Tilehurst, Reading.
N.O.R. 930
Required for 1st January 1982 (or earlier) in this six form entry comprehensive school which opened in 1976: An experienced and qualified TEACHER OF THE DEAF (Scale 2) to be in charge of this Senior Partially Hearing Unit which currently has 10 pupils attached to it.
Application forms and further details may be obtained from the Headmaster (Tel. Reading 21660). Completed forms must be returned as soon as possible (s.a.e.). (17683) 075-52

Scale 1 Posts

AVON COUNTY
PAGE SCHOOL
North View, Staple Hill, Bristol
11 - 16 years comprehensive 580 on roll
Required from 1st September 1981, Scale 1 Teacher of Girls' P.E. and Science, to cover secondment of present postholder. Fixed term contract to 31st July 1982.
Apply by letter to the Headmistress giving full details of age, qualifications, experience, names & addresses of two educational referees. Required for 1st September 1981, Scale 1 Teacher of Housecraft & Needlework, Fixed term contract to 31st July 1982.
Apply by letter to the Headmistress giving full details of age, qualifications, experience, names & addresses of two educational referees. (18843) 075-80

BRADFORD
CITY OF
METROPOLITAN DISTRICT COUNCIL
TONG UPPER SCHOOL
(Re-Advertisement)
Required for September 1981, a teacher (Scale 1) willing to contribute to the range of courses offered by the Science Department of this 13 - 18 Comprehensive School, with 1,400 pupils on roll. The Science facilities are good and include a livestock unit.
Applicants able to offer Rural Science would be particularly welcome, but there is equal need for a contribution in Physical Science.
Previous candidates will be considered and need not re-apply. Further details and application forms may be obtained from the Headteacher, Tong Upper School, Westgate Hill, Bradford, BD4 6NR (s.a.e. please) to whom completed forms should be returned by 8th July 1981.
Reference: BT 35981/TES. (16064) 075-80

BRADFORD
CITY OF
METROPOLITAN DISTRICT COUNCIL
ECCLESHILL UPPER SCHOOL
Number on Roll 1000
Wanted for September 1981 - A temporary (for one year) teacher of General Subjects (English, Mathematics, Social Studies) to teach mainly in the Commerce and City and Guilds courses in the 16 - 19 age group. The post arises as part of the initiative by the Authority to develop opportunities for the 16 - 19 age group.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP, and should be returned to the Headteacher, Eccleshill Upper School, Harrogate Road, Bradford, BD10 0JE by 8th July 1981.
Ref. ST, 36281/TES. (16059) 075-80

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR HENRY FLOYD SCHOOL
Oxford Road, Aylesbury.
Head Teacher: D. May, B.A.
Roll: 685, 150 in Sixth Form.
Mixed selective (grammar) School.
Scale 1 Teacher for English and Religious Knowledge.
Required September, graduate assistant teacher for RELIGIOUS KNOWLEDGE and ENGLISH, with some junior History. Candidates should indicate what form their contributions to extra-curricular activities would take.
Applications by letter; including curriculum vitae and names of two referees, to the Headmaster, immediately.
Assistance with removal expenses is given in approved cases. (17959) 075-80

BURY
METROPOLITAN BOROUGH OF
UNSWORTH HIGH SCHOOL
PARR LANE
Bury, BL9 8LP
TEACHING APPOINTMENTS

Required for 1st September 1981. Teacher (scale 1) of Spanish to C.S.E. and 'O' level.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by 7th July, 1981. (15469) 075-80

BURY
METROPOLITAN BOROUGH OF
HOLY CROSS SIXTH FORM COLLEGE
Manchester Road, Bury BL9 9BB
TEACHING APPOINTMENTS

Required for 1st September, 1981, Temporary Teacher (Scale 1) of French and Spanish up to two years. Temporary Teacher (Scale 1) of Mathematics and Economics up to 2 years.

Temporary Teacher (Scale 1) of Mathematics ability to teach Physics up to 'O' level and 'A' level. An advantage up to 2 years.

Application forms and further details obtainable from and returnable to the Principal at the College by the 3rd July, 1981. (15458) 075-80

BURY
METROPOLITAN BOROUGH OF
ELTON HIGH SCHOOL
Walshaw Road, Bury BL8 1RN
TEACHING APPOINTMENT
Required for 1st September 1981, Teacher (Scale 1) for Science/Mathematics. Biology an advantage.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by 7th July, 1981. (15457) 075-80

ESSEX
EASTWOOD HIGH SCHOOL FOR BOYS
(Roll 750 - 100 in VIth)
Rayleigh Road, Eastwood, Leigh on Sea SS9 5UU.
Tel: Southend on Sea 525358 & 528539.
GENERAL SUBJECTS TEACHER SCALE 1.
Required September. General Subjects teacher (half timetable with First Year). Suit Jnr/Middle trained probationer/Primary experienced teacher/adaptable Secondary specialist.
Letters of application to the Headteacher giving full curriculum vitae and giving two referees. (foolscap s.a.e. please). (15516) 075-80

GUERNSEY
STATE OF GUERNSEY
EDUCATION COUNCIL
ST. PETER PORT SECONDARY SCHOOL
(Mixed) Group 8
Applications are invited for appointment in January 1982 to the post of Head Teacher of St. Peter Port Secondary School.
Salaries in accordance with the current scales for Teachers in Primary and Secondary Schools, Superannuation Acts similar to those for teachers in England and Wales.
Married teachers fares and removal expenses will be paid.
Application forms can be obtained on receipt of a self addressed. Unstamped foolscap envelope from the Director of Education, P.O. Box 32, Guernsey, C.I. to whom they should be returned by Monday, 27th July. (15081) 075-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
WYKE JUNIOR HIGH SCHOOL
Grammar School Road, Hull
Head: B. Drakeford
Required for September, a teacher to take Upper School P.E. and games with English or History (Scale 1) in this mixed school with 500 pupils aged 9 - 13 years.
Application forms available from the Head should be returned by 8th July, 1981. (16036) 075-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
THENET JUNIOR HIGH SCHOOL
Tedworth Road, Hull
Head: L. Tennison
Required from September a teacher of General Subjects with P.E. and Girls' Games, Scale 1, in this mixed school with 303 pupils aged 9 - 13 years.
Application forms available from the Head should be returned by 8th July, 1981. (16066) 075-80

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GILLINGHAM DIVISION
Applications are invited for a part-time one year appointment for Science/Mathematics (General Science to include Biology).
Application form and further details available (s.a.e.) from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent.
TONBRIDGE AND MALLING DIVISION
AYLESFORD SCHOOL
(Roll 1,024)
Teapot Lane, Aylesford, Kent, ME20 7JU
Tonbridge and Malling Division
VACANCY FOR SEPTEMBER 1981
- Remedial Teacher (Scale 1) Part Time 0.8.
Applications for the above vacancy are invited due to the resignation of the previous holder following maternity leave.
A teacher is required for four days a week for this lively, important and developing department within the school. Applicants should have the sympathy firmness and skill needed in teaching the less able.
The school is situated in a pleasant residential area 3½ miles N.W. of Maidstone and is fully comprehensive in the first two years. At the age of 13 +some pupils transfer to one of our upper schools, the remaining majority following courses leading to G.C.E. 'O' level and C.S.E.
Applications should be made by letter to the Headmaster, stating relevant personal details, training and qualifications, together with the names of two referees. (15401) 075-80

LONDON
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry Comprehensive School - Roll 920
Required for September 1981: A well qualified teacher able to offer P.E. and Biology. Teaching would be divided fairly equally between both departments.
Preference will be given to practising Catholics.
Application forms may be obtained from the Headmistress, Sister Fidelis. (15474) 075-80

NORTH YORKSHIRE
GIGGLESWICK SCHOOL
Settle, North Yorkshire

CHEMISTRY - part-time teacher required for 'O' level classes for one year from September 1981. Approximately 15 periods of teaching per week. Further information from the Headmaster.

GEOGRAPHY - required for January 1982 a good honours recent graduate to teach Geography to 'O' and 'A' level. A temporary appointment for two terms could be considered. Salary above Burnham. Rent free housing available. Applicants must be prepared to play a full part in the extra-curricular life of a small H.M.C. Boarding School.

Further information from and applications, giving three referees, to the Headmaster, Giggleswick School, Settle, North Yorkshire, BD24 0DE. (15202) 075-80

SANDWELL
METROPOLITAN BOROUGH OF
SHIRELAND HIGH SCHOOL
(11 - 16 Comprehensive)

Required for September 1981: MATHEMATICS/COMMERCIAL SUBJECT - Scale 1. Basic qualifications in these subjects will be considered.

Application forms and further details available from and returnable immediately to Head Teacher, Waterloo Road, Smethwick, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (15302) 075-80

SHROPSHIRE
EDUCATION COMMITTEE
ORLETON PARK SCHOOL
Orleton Lane, Wellington, Telford, Shropshire. TF1 2AD
Scale 1 TEACHER OF HISTORY AND GEOGRAPHY including examination work, for September 1981.
Application by letter to Headmaster. (15180) 075-80

SOUTH TYNESIDE
BOROUGH COUNCIL OF
EDUCATION DEPARTMENT
ASSISTANT TEACHERS (SCALE 1)
Required for September, 1981 Assistant Teachers in the undermentioned subjects to teach at the following schools:-
BOLDON COMPREHENSIVE SCHOOL
New Road, Boldon Colliery
(11 to 18) (Group 11)
Assistant Teacher for Mathematics to teach the subject throughout the school, including 'A' level.
CHUTER EDE COMPREHENSIVE SCHOOL
Galsworthy Road, South Shields
(11 to 16) (Group 10)
Assistant Teacher for General Science and Physics, with particular reference to Fourth and Fifth Year work.
HEDWORTHFIELD COMPREHENSIVE SCHOOL
Hedworth Estate, Jarrow
(11 to 16) (Group 9)
Assistant Teacher for Science, with particular emphasis on Biology.
Applications, by letter in the first instance giving the names of two referees, to the Head Teachers of the Schools concerned. Applications should be submitted by not later than Tuesday, July, 7th 1981. (15085) 075-80

STOCKPORT
BROADWAY SCHOOL
High Grove Road, Cheadle, Stockport SK8 1LD
ENGLISH AND RELIGIOUS EDUCATION
SCALE 1 (Ref. 1717)
ENGLISH SCALE 1 (Ref. 1718).
Well qualified person who is able to contribute in the sixth form.
Application forms obtainable from and returnable to the Headteacher. Quoting Reference by 10th July, 1981. (15032) 075-80

SURREY
COUNTY COUNCIL
ABBOTSFORD SCHOOL
Ashford, Middlesex.
(12 - 16)
Required for September 1981, Scale 1 for:
1. Specialist English Teacher. Full range of examination courses. Ability to offer some P.E. an advantage.
2. Specialist Geography Teacher. Full range of examination courses. Extensive fieldwork.
3. Specialist Pottery Teacher. Some Art. Examination courses offered.
4. Specialist P.E. Teacher. Male or female. Mixed P.E. groups.
Please apply by letter or on Surrey Form giving full details by 3rd July. Telephone Ashford (Middlesex) 43884. (15042) 075-80

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. SECONDARY
Sunbury
(11 - 18 Boys)
TWO PART-TIME teachers required.
1. 50/100ths MATHEMATICS Scale 1. Interest in COMPUTERS an advantage.
2. 50/100ths FRENCH Scale 1.
Apply to Head, Tel: Sunbury-on-Thames 89946/7. (17879) 075-80

TAMESIDE
METROPOLITAN BOROUGH
WEST END COUNTY HIGH SCHOOL (MIXED)
Ashton-under-Lyne
ASSISTANT TEACHER - SCIENCE AND/OR MATHEMATICS - SCALE 1
Application forms available from the Director of Education, Education Offices, Town Hall, King Street, Dukinfield, Cheshire to whom completed forms of application should be returned to arrive no later than 8th July, 1981.
Ref: TE 9498/TES. (18063) 075-80

Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above

SURREY
EDUCATION COMMITTEE
ASHFORD COLLEGE
Ashford
ENGLISH GRADUATE Scale 3 required Sept. 1981. Experience teacher to be Second in English Dept., in charge of well stocked library. Well established courses to 'O' and 'A' level, C.E.E. and R.S.A.
Apply to the Principal. Tel: Ashford 52689. (17966) 083-80

Scale 1 Posts

HAMPSHIRE
CRICKLADE COLLEGE ANDOVER
TEMPORARY LECTURER 1 IN MATHEMATICS
See under Further Education Section. (16056) 103-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORD SIXTH FORM COLLEGE
Folly Lane, Hereford, HR1 1LS
(16 - 18)

Required for September, 1981, or January, 1982. Tutor in Geography and Liberal Studies. Scale 1. To teach Geography to Advanced Level, and up to 6 hours of Liberal Studies per week. Ability to offer Geology or Environmental Science in addition will be an advantage.

Application forms and further details can be obtained from the Principal on receipt of a foolscap s.a.e (15442) 103-80

LEICESTERSHIRE
WYGGESTON COLLEGIATE
Regent Road, Leicester
ENGLISH - SCALE ONE
Required August, graduate to teach English as a second language to sixth form 'O' level groups and students following general education courses in this open access college.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE) (15424) 103-80

OXFORDSHIRE
COUNTY COUNCIL
KING JAMES'S COLLEGE OF HENLEY
(South Oxfordshire's Sixth Form College),
Paradise Road,
Henley-on-Thames, Oxon. RG9 1TZ

ART GRADUATE required for September preferably, or January. A good general artist required to complement a vigorous and expanding Art/Craft/Design Faculty, with special knowledge in Graphics and Printing. Any further general/sporting activities contribution welcome.

Apply immediately with full C.V., referees names, to the Principal, SAE please. (18887) 103-80

OXFORDSHIRE
COUNTY COUNCIL
KING JAMES'S COLLEGE OF HENLEY
(South Oxfordshire's Sixth Form College)
Paradise Road,
Henley-on-Thames, Oxon. RG9 1TZ

PHYSICS GRADUATE required for September to teach mainly Physics to A/S level and also offer either Mathematics or Engineering Drawing Activities/Sporting (especially rowing) contribution looked for.

Apply immediately with full C.V., referees names, to the Principal, S.A.E please. (18886) 103-80

Special Education

Headships

DORSET
YEWSTOCK DAY SPECIAL SCHOOL
Sturminster Newton, Dorset
HEADTEACHER (Group 6S) - (130 mixed ESN) (m and s combined aged 3 - 16+) required for January 1982.
For further details and application form (to be returned by 8 July) send foolscap sae to the Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (14415) 110-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST GEORGE'S SCHOOL
Pembury Road, Tunbridge Wells
This is a Day Special School Group 6 (S) ESN (M) (Mixed) providing for children 6 - 16+ years.
Applications are invited from suitable qualified persons for appointment from 1st JANUARY 1982 to fill the vacancy arising from the retirement of the Headmaster.
Application forms and further details (S.A.E please) of the post available from the Divisional Education Officer (S), 39 Grove Hill Road, Tunbridge Wells, Kent, to whom completed forms should be returned by 17th July, 1981. (15407) 110-80 (15407) 110-80

WARWICKSHIRE
BROOKE DAY SPECIAL SCHOOL (E.S.N.(S))
Merttens Drive, Rugby, CV22 7AE
APPOINTMENT OF HEAD
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4(S) School (48 on roll) with effect from 1st January 1982.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 3rd July 1981. (14247) 110-80

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
BEREK ESN(S) SCHOOL
Kennel Lane, Bracknell, RG12 2EZ
Required in January 1982, DEPUTY HEADTEACHER for this Group 4(S) Day School for children with severe learning difficulties aged 2 - 19 years.
Application forms and further details obtainable from the Headteacher who would like interested candidates to arrange to visit the school before applying for the post. Tel: Bracknell 23742. (17881) 111-80

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
DEPUTY HEADSHIP
QUEENS SCHOOL - GROUP 5(S)
An enthusiastic and experienced teacher, qualified to teach mentally handicapped children, is required from January 1982 for the post of Deputy Headteacher at this school for ESN(S) pupils aged 2 - 19 years.
Application forms and further details are available from the Education Officer, Milton Keynes, Divisional Education Office, Wolverton MK12 5NY on receipt of a stamped addressed foolscap envelope.
Assistant with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (17971) 111-80

ESSEX
MILLARDS E.S.N.(S) SCHOOL
Garth Road, South Ockendon
Tel: South Ockendon 2996
(Roll 57)
DEPUTY HEAD - GROUP 5 (SPECIAL)
Required as soon as possible, suitably qualified teacher. Applicants must have an advanced qualification in Special Education, and sound teaching experience.
Forms and further details from the Headteacher, to be returned by 20th July 1981 (s.a.e. please). (15320) 111-80

SECONDARY (COMPREHENSIVE) SCHOOLS

GRANGO SCHOOL, Rhos, Wrexham (Rhos 840082)
(11-16. In September 1981 the roll will be 735 — years 1-4. The full roll by September 1982 is expected to be 920).
Head — Owen Hughes, B.Sc.

BOYS' PHYSICAL EDUCATION Scale 1
Specialist with a particular interest in Rugby.

ST. DAVID'S SCHOOL, Wrexham (265412)
(11-16, 1,430 pupils)
Head — Emlyn R. Jones, B.Sc., M.Ed.

WELSH and WELSH STUDIES Scale 1
The ability to teach another subject would be an advantage.

YALE SIXTH FORM COLLEGE, Wrexham (51211)
(600 students)
Principal — Elfion Ellis, B.A.

LECTURER (Secondary Scale 1)
to share in the teaching of CLASSICS to A level. Applicants should state what other subjects they could offer to A and O levels. Closing date July 8th.
Letters of application should be sent to the appropriate Head Principal immediately, giving full details of qualifications and experience, and names and addresses of three referees.

JOHN HOWARD DAVIES
Director of Education
Shire Hall, Mold (17.6.81)
TES075
CLWYD COUNTY COUNCIL

SPECIAL EDUCATION DEPUTY HEADSHIPS
continued

SEFTON
METROPOLITAN BOROUGH OF EDUCATION COMMITTEE
PRESFIELD SCHOOL ESN(M)
Preston New Road, Southport. Merseyside PR9 8PA
DEPUTY HEAD (Group 5s) required for January 1982 for this mixed, all age school.
Application forms and further details on receipt of s.a.e. from Headteacher, to whom forms should be returned by 3rd July 1981. (15054) 111-80

SURREY
EDUCATION COMMITTEE
FORDWAY CENTRE
Ashford
DEPUTY HEAD OF CENTRE Scale 2. Experienced teacher required for children 8 - 12 years at this Day Centre for maladjusted children, run on "Behaviour Modification" lines. Candidates must be enthusiastic although not necessarily experienced regarding this approach to teaching disturbed children.
Apply to Head of Centre. Tel: Ashford 43565. (17867) 111-80

Other Posts on Scale 2 and above

CORNWALL
EDUCATION COMMITTEE
COUNTY AUDIOLOGY SERVICE
There is a Removal Expenses Scheme
Applications are invited from teachers holding a recognised qualification to teach the deaf, for a new permanent post in North Cornwall, commencing on 1 September 1981. Salary: Burnham Scale 2 plus Special Schools Allowance.
The teacher appointed will be based at Budehaven Comprehensive School, but will also undertake some peripatetic duties in primary schools in the area.
Budehaven Schools is an established split-site comprehensive of 940 pupils, serving a scattered rural area.
Application forms and further details from Special Services Section Education Department, County Hall, Truro on receipt of a stamped, addressed envelope.
Closing date: 13 July 1981. (15240) 113-80

Brent Health District

Brent Health District
Kingsbury Hospital, Honeypot Lane NW9

MUSIC TEACHER

Required from 1st September with the ability to work with small groups of mentally handicapped adults in the Day Therapy Unit of this small hospital. The successful applicant will also be expected to take part in our wide ranging programme of basic social and further education activities. Kingsbury Hospital is a small community hospital set in spacious grounds yet within easy reach of central London.

Salary Scale: £4609-5432 (inc.)

Contact Mr. D. Wintle on 01-204 2292 for informal discussion, application forms from District Personnel Dept., Central Middlesex Hospital, Acton Lane, NW10. Tel: 01-965 5733 Ext. 656.

TESF114

BRENT & HARROW AREA HEALTH AUTHORITY

SPECIAL SCHOOLS

LONGWILL SCHOOL
Bell Hill, B31 1LD
TEACHER OF THE DEAF
Scale 3(S)
Applications are invited for the above post, responsibilities to include curriculum development. An interest in Social Education and liaison with ordinary schools and colleges of Further Education will be an advantage. Application forms and further details from the Head of the School.

DUDLEY ROAD HOSPITAL SCHOOL
'C' Block 5, Dudley Road, B18 7QH
Scale 2(S)
Experienced person to work with pre-school age children, many of whom are multi-handicapped. Application forms from Head Teacher.
OTHER VACANCIES
Applications are invited for teachers with experience in Special Education to fill permanent and temporary vacancies within a range of Special Schools.
Application forms for these posts are available from The Chief Education Officer, Staffing Branch, Education Office, Margaret Street, Birmingham 3. There is a scheme for assistance with removal expenses.

TESF113

BIRMINGHAM
CITY COUNCIL

Oak Bank School, Seal, Sevenoaks
Houseparent
£3675-£5148 (Residential)
Commencing September to join an established and competent care/teaching team at this residential school for 48 maladjusted boys. Must be a qualified teacher and/or experienced residential child care officer.

Houseparent
£3675-£4590 (pro rata to 37 hours)
(30 hours weekly may be increased to full time in September) resident or non-resident, to start as soon as possible.
For both posts sleeping-in duties are required: self-contained shared flat is available. Preliminary visits to School welcomed by arrangement.
For further details and application form from the Headmaster at the School, phone Sevenoaks 61013 (SAE please).

TESF110

KENT COUNTY COUNCIL

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed. 11 - 18. 6 form entry. Opened September, 1977)
Required for September 1981, Teacher in charge of pupils with special educational needs (specifically physical handicap) - Scale 3. Purpose-built Unit opens September 1981.
Applications forms and further details from Headmaster on receipt of S.A.E. No letters of application at this stage please. (15112) 113-80

BERKSHIRE
BURGHCLERE GRANGE SCHOOL
Harts Lane, Burghclere, Nr. Newbury, Berks.
Required for September 1981 a teacher scale 3(S) for this independent non-maintained Special School for boys (10 - 16 years with behavioural problems). Hopefully the teacher appointed will have had some experience in this field of education although candidates offering expertise gained in other areas will be equally welcome.
The post offered is non-residential and there are no extraneous duties.
Apply by letter as soon as possible, to the Headmaster at the above address or phone Burghclere 212 (Mr. D. Ashworth) for further details. (17685) 113-80

CLEVELAND
COUNTY OF
EAST CLEVELAND SCHOOL, E.S.N. (S)
St Margaret's Way, Brotton, Saltburn, Cleveland
SCALE 3 (S) POST
Required for September, 1981, or as soon as possible, a well qualified, experienced teacher to be co-ordinator of teaching programmes for the lower school, which will include a group of children with 'special care' needs. A considerable commitment to curriculum development will be required.
As the third in seniority within the school, the successful candidate will be expected to assist the head teacher and deputy head in a variety of management and policy making tasks.
Financial assistance with household removal expenses is available in approved cases.
Application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 10th July, 1981. (16079) 113-80

ESSEX
GLENHURST TUTORIAL UNIT
256 Southchurch Road, Southend on Sea
Tel: 64551
(Roll 20)
TEACHER SCALE 2
Required September (preferably), an experienced, resourceful teacher capable of providing flexible but disciplined tuition for children with problems.
Application form and further details from Head of Unit (foolscap s.a.e. please). Closing date: 10th July 1981. (15521) 113-80

HERTFORDSHIRE
COUNTY COUNCIL
GARSTON MANOR ESN SCHOOL
Horseshoe Lane, Garston
Required September or January:
1. Teacher to make a significant contribution to the development of school with regard to Craft/Do it yourself activities and to develop /Community Service Self Help projects. Scale 2(S) post available for suitable applicants + London fringe allowance £213.
2. Experienced teacher to make a significant contribution to the growth of the school, to be responsible for the development and communication skills language and reading. An interest in Drama and an ability to use English literature in the teaching of children. Scale 2(S) +London fringe allowance £213.
Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (15328) 113-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION SERVICES FOR HEARING IMPAIRED CHILDREN
The County Council has well-established services for Hearing Impaired Children and there is a comprehensive audiological service in close liaison with medical and psychological services.
A vacancy exists for an experienced qualified teacher of the deaf (Scale 3 plus Special Schools allowance) in the Partially Hearing Unit at the Hugh Christie Secondary School, Tonbridge, from January 1982 or before if available.
Further details and application forms (S.A.E. please) may be obtained from the County Education Officer (ref: S/W6), Springfield, Maidstone, Kent, ME14 2LJ, to whom they should be returned by 17th July 1981. THANET DIVISION
LALEHAM RESIDENTIAL SPECIAL SCHOOL
Northdown Park Road, Margate
Group 7(B) Roll 102
September 1981, Resident Housemistress required to care for 24 Boarding House girls of the secondary school age range (11 - 16) at this residential special school for delicate children. Remedial experience advantageous but not essential. Scale 2 (S) post.
Person appointed would be expected to undertake 15 hours per week extraneous duties.
Application forms together with the names and addresses of two referees to the Headmaster. (16099) 113-80

REDBRIDGE
LONDON BOROUGH OF
SPECIAL EDUCATION
ETHEL DAVIS SCHOOL
Barley Lane, Goodmayes, Ilford (Tel: 01 599 1768)
Headteacher (designate): Mrs. J.H. Coyne M.A., Dip. Ed.
A well qualified and experienced teacher is required for January 1982 in this purpose-built all aged mixed school for physically handicapped pupils. The post is on Scale 3 with Outer London Allowance of £498.
The successful candidate would be a member of the senior management team of the school and expected to make a substantial contribution to the major areas of school organisation and curriculum.
This is a new post and as such offers an opportunity for the development of candidates particular abilities and interests.
Informal contact and visits would be welcomed by prior arrangement with the Headteacher (designate).
Application forms and further details can be obtained from the Headteacher by enclosing a stamped addressed envelope and are returnable to her by 3rd July 1981. (17868) 113-80

WOLVERHAMPTON
BOROUGH COUNCIL EDUCATION COMMITTEE
WORK PREPARATION COURSE (Hearing Impaired Students)
Teacher, Scale 2S, required for the above course for January 1982. The course, based at Bilston College of Further Education, caters for school leavers from Special Schools, Remedial departments and Units for the Hearing Impaired, and includes Social and Life Skills, Work Experience and the teaching of basic literacy and numeracy. Applicants should hold additional qualification for teaching the Hearing Impaired and have experience of working with secondary age pupils with learning difficulties.
Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 14 days of this advertisement. (s.a.e. please). (15301) 113-80

SOLIHULL EDUCATION COMMITTEE
SCALE 1 TEACHERS

PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham, B36 9HF (11-18 mixed comprehensive, 1520 on roll including 120 in Sixth Form)
Well qualified teacher to join Modern Languages Department. Able to offer French (and also German is desirable) and to teach across the age and ability range. French is taught at all age levels and German commences in the Third Year. Pupils are setted by ability and both languages are taken to 'A'-level. A Scale 2 post is available for a suitably experienced and qualified candidate, but those seeking a first appointment are welcome to apply.
Teacher to join the Science Faculty of twelve specialists and able to offer Biology and some Physics. Ability to teach across the whole range of age and ability. A combined science course is followed in the first two years with the individual sciences from third years upwards to 'A'-level.

CULEY GREEN SCHOOL
Silvermere Road, Sheldon, Birmingham 26
A Teacher of English Able to teach the subject across the age and ability range to GCE 'O' Level.
A Teacher of Mathematics Able to teach the subject across the age and ability range to GCE 'O' Level.

ARCHBISHOP GRIMSHAW R.C. (Aided) SCHOOL
Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY (1287 on roll, including 140 in sixth form)
Mathematics Well established courses to CSE, 'O' and 'A' level. Computer Studies offered in 4th-6th forms, and statistics in 6th form.
Physics Some Physics to 'A' level. Combined Science in Lower School. There are seven laboratories in self contained buildings. Applications in writing to the Correspondent Governor at the school.

HEART OF ENGLAND SCHOOL
Gypsy Lane, Balsall Common, Coventry CV7 7FW
French Required to teach up to 'O' Level standard. 'A' Level work available for suitably qualified candidate.
For all the above posts please apply (enclosing SAE) to the Head Teacher at the school concerned, unless otherwise stated, giving full curriculum vitae and the names and addresses of two referees.

TESF116

SUFFOLK
OLD WARREN HOUSE
Warren Road, Lowestoft.
Required for September, 1981 or as soon as possible thereafter, an experienced teacher, Scale 2 for this Unit catering for pupils presenting difficulties beyond normal school resources, including school refusers, pupils disrupting their own education by ill-discipline and others requiring special assessment.
The successful applicant will be required to take responsibility for girls' discipline.
Application forms and further details available from the Advisory Teacher-in-Charge at the school concerned (stamped addressed envelope please) to whom they should be returned. (16173) 113-80

Scale 1 Posts

BERKSHIRE
SINDLESHAM SPECIAL SCHOOL
Mole Road, Sindlesham, Wokingham, Berkshire
N.O.R. 45
Required as soon as possible an experienced TEACHER OF CRAFT (WOOD AND METAL) for the above residential special school for senior maladjusted boys. The successful candidate will be expected to involve himself/herself in extraneous duties amounting to a maximum of fifteen hours a week - payment for this will be in accordance with the national agreed rate. Single or married accommodation is available.
For application forms, further details and requests to visit the school, please contact the Headmaster, telephone Wokingham 786900 as soon as possible. (16035) 114-80

BEXLEY
BEXLEY LONDON BOROUGH
WESTBROOKE SCHOOL
Welling
Roll 48
Applications are invited for the following posts from suitable teachers for this purpose-built Day School for up to 50 Primary aged maladjusted children. Appointments to commence 1st September 1981:-
(1) An experienced teacher required for 1st and 2nd year Juniors with an interest in Remedial work.
(2) Full-time teacher required for the Autumn Term only to teach 3rd and 4th year Juniors.
L.A.A. £498.
Requests for application forms (enclosing foolscap s.a.e.) to Principal Advisory Officer (T.5), Town Hall, Crayford, Kent, DA1 4EN. (15963) 114-80

ENFIELD
LONDON BOROUGH OF EDUCATION DEPARTMENT
WAVENDON HOUSE SCHOOL
Wavendon, Milton Keynes MK17 8AJ
Residential School for maladjusted boys aged 6 - 16 plus years.
There will be vacancies in September for an established teacher and a temporary teacher for one term. The teaching commitment would be for general subjects with small groups of junior lower secondary age boys followed by a maximum of 15 hours extraneous duties when activities are organised within a therapeutic setting.
Accommodation is available at the School for single applicants for which a deduction of salary will be made. It will occasionally be necessary to take sleeping-in duty for which payment will be made.
Salary Scale 1 plus Special Schools Allowance (£594) plus residential duties (£1593), sleeping-in (£4.39 per night).
Application forms and further details (foolscap SAE) obtainable from the Headmaster, for return as soon as possible. (Tel No. 0908-582102) (15285) 114-80

ENFIELD
LONDON BOROUGH OF
EDMONTON COLLEGE
London N18.
LECTURER I to Mentally Handicapped.
See under Colleges of Further Education, Other Appointments. (16043) 114-80

GLOUCESTERSHIRE
NATIONAL STAR CENTRE
Ullenwood Manor, Cheltenham.
Lecturer Grade 1 - Commercial Studies. This is a specialist college providing further education for physically handicapped young people over the age of 16.
Lecturer to be responsible for developing commercial studies in pre-employment courses and for introducing courses dealing with the application of computers in commerce.
Further particulars and application forms from the Vice Principal, National Star Centre for Disabled Youth, Ullenwood Manor, Cheltenham, Gloucestershire, GL53 9QU. (17688) 114-80

HAMPSHIRE
RIDGEWAY HOUSE (E.S.N.)
Peartree Avenue, Southampton, SO2 7JL.
Required for September Scale 1 +SSA - an experienced teacher for mentally handicapped children in infant/junior age range.
Apply by letter with S.A.E. to Head, with curriculum vitae and names of two educational referees by 3rd July. (16055) 114-80

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
SUTTON SCHOOL FOR THE DEAF
Saltshouse Road, Hull
Head: F. Walton
Required for the Autumn term only to cover a maternity leave, a temporary teacher (Scale 1 +S.S.A.) for this mixed day school, taking profoundly deaf children up to the age of 13 +years.
Preference will be given to qualified teachers of the Deaf.
Application forms available from the Head should be returned by 8th July. (16066) 114-80

HUMBERSIDE
EDUCATION DEPARTMENT
East Riding Division
ETTON PASTURE SCHOOL
Dalton Holme, Beverley, North Humberside, HU17 7PS
TEACHER, SCALE 1 +S.S.A.
Required for September 1981, a teacher of general subjects in the junior department in this E.S.N. (M) school.
Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 6th July, 1981. (16083) 114-80

LINCOLNSHIRE
GAINSBOROUGH WILLIAM HARRISON ESN(M) SCHOOL
ASSISTANT TEACHER
BURNHAM SCALE 1 + SSA
NOR 100
Required from September 1981, or as soon as possible, teacher for basic subjects in the Junior Department, to work closely and flexibly with the Head of this lively and developing department in a team-teaching situation.
For forms/details send SAE to the school, Middlefield Lane, Gainsborough. Closing date 14.7.81. (14398) 114-80

LINCOLNSHIRE
GAINSBOROUGH WILLIAM HARRISON ESN(M) SCHOOL
TEMPORARY ASSISTANT TEACHER
BURNHAM SCALE 1 +SSA
NOR 100
Required from September 1981, for one year only whilst teacher on secondment, teacher for slow learning pupils of secondary age, to teach basic subjects and accept responsibility for Home Economics in the senior department. Ability to teach some PE/Games an advantage.
For forms/details send SAE to the school, Middlefield Lane, Gainsborough. Closing date 14.7.81. (14377) 114-80

LINCOLNSHIRE
LEIGHTON CLOSE SCHOOL
Louth, Lincs. LN11 0RS
(Group 4 (s) Residential, 35 Maladjusted boys)
Required for September 1981, temporary resident assistant teacher to cover for teacher to be seconded for one year. Experience and training in special education desirable but applications from those seeking a first post in this field welcome. Craft or music an advantage. Scale 1 plus SSA 10 hours (average) residential duties per week, payment according to National Scale.
Modern family or single accommodation with services available.
Further particulars and forms (S.a.e.) from the Headmaster. Closing date 10th July 1981. (14394) 114-80

LONDON
THE NATIONAL CENTRE FOR CUED SPEECH.
London House, 68 Upper Richmond Road, Putney, London, SW5 2RP. This Charity for the deaf is seeking for January 1982 an enthusiastic and flexible teacher of the deaf or teacher to help with remedial education of hearing-impaired children and to assist in course instruction for parents and professionals wishing to learn to cue. Interviews in early July. Burnham Salary Scale.
Application forms and further details can be obtained from the Director on receipt of a foolscap s.a.e. (17780) 114-80

MERTON
LONDON BOROUGH OF EDUCATION COMMITTEE
RAVENSBURY SCHOOL
Lower Green West, Mitcham, Surrey CR4 3AF
Headteacher: Mr. K.A.L. Waldeck, J.P.
Tel: 01-640 1177
Age Range: All Ages (ESN)
Required for September 1981, a Scale 1 teacher to take a class of 10/11 year olds. Applicants should have a genuine interest in the slow learning child.
London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (17854) 114-80

NEWHAM
LONDON BOROUGH OF
LANSBURY (E.S.N.) (M) SCHOOL
Park Avenue, East Ham London. E.6
Head Teacher: Anne Storm
Number on roll: 80
MUSIC AND READING ASSESSMENT - Scale I
Required: September 1981. A teacher, preferably with some experience of teaching in an ESN (M) School, who would be required to teach Music throughout this mixed all-age school.
London Allowance: £759 plus Special Schools Allowance.
Application forms (s.a.e. please) and further particulars available from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH, to whom completed forms should be returned by 19th July, 1981. (17884) 114-80

NORTHAMPTONSHIRE
NORTHAMPTON BILLING BROOK E.S.N.(M) SCHOOL
Penistone Road, Lumbertubs, Northampton.
Required for September, 1981, Assistant Teachers (Scale 1S) able to teach basic subjects throughout the school (age range 7 - 16), and in addition have specific interest in one or two of the following: Boys' P.E. and Games; Swimming (Life-Saver) and Outdoor Activities; Girls' P.E. and Games; Mechanical Resources; Home Economics (interest in Cookery and Needlework); Art and Craft and Nursery and Infant Skills. 3 permanent and 1 temporary (1 year) posts available.
Application forms and further details (s.a.e.) from Mrs. D. James, Head Teacher (Tel. (0604) 406329) to whom completed forms should be returned as soon as possible. (17978) 114-80

SOMERSET
Required in September 1981, resident Master/Mistress to take charge of Art department, in Special School catering for children with specific learning disabilities, age range 8 - 15 plus. Remedial experience desirable. Must be prepared to take share of supervisory duties and to help with games and extra curricular activities usual in a boarding school.
An interest in woodwork would be an additional recommendation.
A Special Schools allowance is payable.
Apply: Headmaster, Ravenscroft School, Farleigh Hungerford, near Bath. (15204) 114-80

SURREY
EDUCATION COMMITTEE
BAKERS CROFT SCHOOL
Bolters Road, Horley
TEACHER required from 1 Sept. 81 to 31 Aug. 82 at this ESN(M) School for 130 boys and girls aged 5 - 16 years to take upper junior mixed class of children with learning difficulties. Ability to follow programme suitable for slow learning children essential. Opportunity to develop personal interest. Scale 1 plus Special Schools Allowance.
Further details and application form from Head Mr. F. Hutt. Tel. Horley 71999 or 75380.
CARWARDEN HOUSE SCHOOL
Camberley
TWO ASSISTANT teachers required at this day school for ESN(M) children from Autumn Term 1981. One post is in the first school group with another teacher and a full-time teachers' helper. Simple MUSIC an advantage, also a willingness to work with others.
Second post is in the senior school. Courses followed include CSE Mode 1 and 3. GENERAL SUBJECTS required plus GAMES and BOYS PHYSICAL SKILLS. MUSICAL ability helpful.
For both posts, willingness to participate in out of school activities required.
Application form and further details from Mr W Greenhow, Headmaster. Tel: Camberley 21144. (17968) 114-80

SPECIAL EDUC. SCALE 1
continued

SURREY
BURWOOD PARK SCHOOL
Required for September 1981 - Resident Teacher of Mathematics and/or Computer Studies to 'O' level. Experience with or qualification to teach the deaf preferred. Good accommodation available. Burnham Scales plus extraneous duty allowance.
Further details and application forms from the Secretary, Burwood Park School, Eriswell Road, Walton-on-Thames, Surrey. (15003) 114-80

WARWICKSHIRE
BROOKE DAY SPECIAL SCHOOL ESN(S)
Merttens Drive, Rugby, CV22 7AE
(48 on roll)
Required September 1981, Scale 1 teacher.
Application form and further details available from the Head at the school (SAE please). (17896) 114-80

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
RESIDENT HOUSEMOTHER
Required for this boarding school for 80 academically gifted blind and partially sighted boys, 11 - 18+.
We are seeking a warm dedicated person to become a good member of the care team. The possession of relevant qualifications and/or experience would be an advantage but more important is the ability to relate well to pupils and staff.
The vacancy exists for September 1981. Salary based on N.J.C. scales 15 - 24 (£4,719 to £6,057) less a deduction for board and lodging. A self contained flat is available.
Apply at once by letter to the Headmaster, from whom full details are available, at Worcester College for the Blind, Whittington Road, Worcester, WR5 2JU. (18956) 114-80

Independent Schools

Headships

LONDON
YORK COLLEGE FOR GIRLS (CHURCH SCHOOLS COMPANY LIMITED)
Applicants are invited for the post of HEAD (Group 7) which has become vacant on the early retirement of the present Head Mistress. This is a recognised Independent Public Day School for Girls with its own Junior School.
Applicants should be members of the Church of England.
Salary according to the BURNHAM Scale with Government Superannuation, but the successful candidate's salary point would be safeguarded.
Application Forms and further particulars may be obtained from The Secretary, The Church Schools Company Ltd, 1A, Doughty Street, London, WC1N 2PH, to whom completed application forms should be returned not later than 14th September 1981. (15209) 120-80

Deputy Headships Second Masters/Mistresses

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton.
(730 girls, aged 7 - 18; Senior Department 540)
DEPUTY HEADSHIP
Applications are invited for the post of DEPUTY HEAD which falls vacant in January 1982 on the appointment of the present holder to the Headship of Shrewsbury High School G.P.D.S.T.
The post involves considerable responsibility for organisation and administration, timetabling, etc. with particular responsibility for the older girls. A small number of teaching periods only is required.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae and the names of two referees, to the Headmistress as soon as possible. (17843) 131-80

By Subject Classification

Classics

Heads of Department

SOMERSET
KING'S COLLEGE
Taunton.
(Western Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach Latin and Greek throughout the school. Ability to coach games and to help with outside activities would be an extra recommendation. Salary will be in accordance with the Burnham Scale, plus special responsibility allowances. In the case of bachelors free board and lodging are provided, in addition to salary.
Applications, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14204) 126-22

Other Assistants

AVON
PRIOR PARK COLLEGE
Bath
H.M.C.
CLASSICS
Required for September 1981 or January 1982 a young Honours Graduate to teach Classics and Classical Civilisation, with English or Geography if possible. Help with games, especially Rugby and Cricket is desirable.
Married accommodation exists for a suitable candidate to act as House Tutor.
Applications, as soon as possible (closing date: Saturday 11th July) with full C.V. and naming two referees to: F.F.J. Tobin, M.A. (Oxon) Headmaster, Prior Park College, Bath, BA2 5AH. (16153) 126-80

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT.
(D/G Independent. 990 day girls. 200 in the Sixth Form)
Applications are invited from well-qualified graduates for a temporary Classics post for the academic year beginning September 1981, to teach Latin, Greek and Classical Civilisation to Advanced and Scholarship Level.
Salary Burnham Scale with Outer London Allowance.
Please write as soon as possible to the Head Mistress enclosing c.v., testimonials and names of two referees. (15979) 126-80

Economics

SURREY
Young BUSINESS STUDIES TEACHER required for G.C.E. 'O' and 'A' level ECONOMICS, COMMERCE (and possibly Accounting) in private recognised College of Further Education.
Residential position with house duties.
Salary: £6,000 per annum depending on age and experience. Super-annuation.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (00090) 129-80

English

CLWYD
LOWTHER COLLEGE
Bodelwyddan Castle, Rhyl, North Wales.
Required for September EFL teacher to teach to Cambridge Proficiency Level. Applicants must be willing to participate in the life of a boarding school and should send a full cv with the names and addresses of two referees to the Headmaster. (14332) 130-80

SUSSEX
SLINDON COLLEGE
Nr. Arundel, West Sussex NB18 0RH
Telephone - Slindon 320
ENGLISH MASTER - required for January 1982 in this small boarding school for boys 11 - 18 years (135 on roll). Teaching ranges from Remedial to 'A' level G.C.E.
Full boarding school commitment required and an interest in drama and library. Possibility of Senior Mastership.
Apply - Headmaster with c.v. and two references. (16101) 130-80

Geography

BURY ST EDMUNDS
Required September Geography teacher to CE/PSS and junior history Games ability an advantage. 3 referees.
Apply Headmaster, Moreton Hall, Bury St. Edmunds, Suffolk. (Tel. Bury St. Edmunds 3532). (16077) 131-80

LONDON SE6
ST. DUNSTAN'S COLLEGE
Stanstead Road, Catford.
HMC Independent Day School - 900 boys (7 - 19).
Graduate Geographer required for January 1982. For suitably qualified and experienced person opportunities for teaching up to Oxbridge Scholarship level. Enthusiasm for field work and extra-curricular activities essential. Own salary scale above Inner London Burnham but related to Scale 1 - 3. Assistance with removals expenses and fees remission scheme available.
Apply to the Headmaster with curriculum vitae and names of two academic/professional referees by 1st July. (15347) 131-80

SOMERSET
Young person to teach Geography to 'O' level and some junior science, plus ability to assist with coaching Rugby and other games.
Apply: The Principal, St. Dunstan's School, Burnham-on-Sea. (15955) 131-80

History

LONDON, SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for September 1981: Assistant teacher to share in the teaching of History throughout the school to Advanced and University entrance level.
Salary - James Allen's Girls' School Salary Scale (Burnham plus) With Inner London Addition and Government Superannuation Scheme.
Interviews will take place in the week of 29th June - 3rd July.
Apply, with copies of testimonials and the names of two referees to the Head Mistress at the school. (14314) 132-80

CARTREF MELYS SCHOOL
(A Part of 'Care Concern')
SYCHANT PASS, CONWY, GWYNEDD
HEADMASTER: MR. RICHARD HOWARTH
Due to internal promotion, applications are invited for the non-residential post of
DEPUTY HEADMASTER
at
CARTREF MELYS SCHOOL
Cartref Melys is an independent residential school for 28 emotionally disturbed boys aged eleven to sixteen years, and is situated on the Northern fringe of the Snowdonia National Park.
The post encompasses a wide spectrum of responsibilities incorporating the ability to work confidently within the School's established philosophy. Candidates should be qualified teachers with proven ability in working with disturbed adolescents, and should be able to offer the personal confidence and professional expertise necessary in this key position.
Salary Range: £7,499-£8,482 p.a.
Application Forms and further information available from: The Director, Care Concern, 8 Well Street, Ruthin, Clwyd, North Wales. Tel: Ruthin 4343.
Informal discussions are welcomed by Mr. J. D. Donovan, Principal Officer (Professional Services) on the above telephone number.
TESG121

SCOTTISH APPOINTMENTS

Lothian
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
PRINCIPAL
Napier College of Commerce and Technology Edinburgh
The above post will become vacant on the retiral of Principal J Dunning CBE on 31 December 1981.
Napier College, which opened in 1964, is now a major Institution of Higher Education and provides a wide range of advanced courses tailored to meet the needs of industry and Commerce — CNAA Degrees, Higher Diplomas, Certificates and Professional Qualifications.
The College is a Group 12 College in terms of the Scottish Teachers Salaries Memorandum 1980 and presently the post carries a salary of £25,077.
Proven managerial experience in a relevant area, leadership qualities and appropriate qualifications are essential prerequisites for the post.
Applications comprising a curriculum vitae together with the names of two referees and a supporting letter of application should be sent in an envelope marked "Confidential" to:—
"Confidential" to:— Mr J W Sellers, Divisional Education Officer, Department of Education, Lothian Regional Council, 40 Torphichen Street, EDINBURGH EH3 8JJ.
Further details may be obtained from the above (Tel: 031 299 9292 Ext. 3806).
CLOSING DATE FOR APPLICATIONS IS FRIDAY 17 JULY 1981
TESD78/K181

Tayside Regional Council
EDUCATION DEPARTMENT
COMMUNITY EDUCATION WORKER (Ref. 85/81)
£6,240 - £8,139
LOCATIONS: MITCHELL STREET, DUNDEE
Applications are invited from suitably qualified persons, preferably with teaching experience, for the above post. The successful applicant will contribute to the development of a strategy for the Basic Education of Adults in Tayside. A job specification is available. Closing date for receipt of applications is Friday, 10th July, 1981.
Application forms for the above post are available from and returnable to the Head of Personnel and Management Services, 93 Commercial Street, Dundee. Tel: Dundee 23281 Ext. 3891.
Removal and relocation expenses are available in certain circumstances for staff appointments.
Candidates of either sex may apply.
TESD78/R281

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT
TEACHERS
Applications are invited from suitably qualified registered teachers for the undernoted posts:
SECONDARY
TEACHER OF TECHNICAL EDUCATION
Maxwelltown High School — Roll 1,000
TEACHERS OF MATHEMATICS
Lockerbie Academy — Roll 1,000
Kirkcudbright Academy — Roll 660
Application forms, together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries, to whom completed application forms should be returned as soon as possible.
TESD78/D69

Tayside Regional Council
FURTHER EDUCATION
KINGSWAY TECHNICAL COLLEGE, OLD GLAMIS ROAD, DUNDEE
Applications are invited from suitably qualified and experienced persons for the following posts:—
LECTURER B IN PHYSICS AND MATHEMATICS
Salary Scale: £6,276 - £8,748
Candidates should have the ability of teaching physics and mathematics in a wide range of courses which include H and O grades of the S.C.E., the Advanced Level of the London University G.C.E., the physics content of the SCOTEC Certificates in Chemistry, Biological and Medical Sciences, Science Laboratory Technology and O.N.D. in Mechanical Engineering.
PERTH COLLEGE OF FURTHER EDUCATION, CRIEFF ROAD, PERTH
TUTOR/LIBRARIAN
Salary Scale: £6,276 - £8,748
The post has responsibility for the organisation and management of a library, associated tutorial rooms and library, staff and may involve lecturing duties to a maximum of 1½ days per week to students on communication, information services and related topics.
Application forms and further details, may be obtained from the Principal at the above address to whom completed forms should be returned by Friday 10 July 1981.
TESD78/K183

BORDERS REGIONAL COUNCIL
Invite applications for the following
EDUCATION
PRIMARY SCHOOLS
Promoted Post
HEAD TEACHER
Walkerburn Primary School. Responsibility Payment £1143 per annum.
Teaching Posts
TEACHER OF PRIMARY 4
Drumlanrig St. Cuthberts Primary School, Hawick.
TEACHER OF PRIMARY 6
Lauder Primary School.
TEACHER OF INFANTS
Reston Primary School.
TEACHER OF PRIMARY 6/7
Trinity Primary School, Hawick.
VISITING TEACHER OF ART
East Berwickshire Area.
Application forms for the above posts may be obtained from the Personnel Manager, Regional Headquarters, Newtown St. Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters not later than Friday 3 July 1981.
TESD78/K183

NORTHUMBERLAND COUNTY COUNCIL
BERWICK HIGH SCHOOL
Adams Drive, Berwick upon Tweed, TD15 2JF
Group 11; 13 - 18 Comprehensive; 850 pupils including 94 in Sixth Form.
Required 1 September 1981, Graduate teacher of English (Scale 1) to teach all levels of ability. Immediate examination work will be available to a suitable candidate. The post would be suitable for an ambitious new entrant to the profession or to a candidate with experience.
Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by sending a foolscap s.a.e. to the Headteacher, returnable by 10 July 1981. (15956) 076-81

EDINBURGH
FIFE REGIONAL COUNCIL
EDUCATION DEPARTMENT
ASSISTANT DIRECTOR OF EDUCATION (RESOURCES)
Salary - £10,740 - £12,408 per annum (Award Pending)
Applications are invited from graduates with successful teaching and administrative experience for this appointment in the Education Department, Wemyssfield, Kirkcaldy. The successful applicant will be responsible to the Deputy Director of Education for certain aspects of educational support services and staffing and other responsibilities covering the range of services.
NJC conditions of service apply to this particular appointment. Assistance with Housing may be available in line with Regional Council policy.
Canvassing directly or indirectly will disqualify.
Application form and further details may be obtained from Regional Personnel Officer, Fife House, North Street, Glenrothes, Fife. Tel: Glenrothes 754411 Exts. 351/392/349, to whom completed form should be returned not later than 10th July 1981.
Ref. Number RP/47/8/TES/21868. (15076) 076-80

PERTHSHIRE
GLENALMOND
Required in January 1982 for one term, whilst Head of Department takes up Cambridge Fellow Commonership, GRADUATE to teach FRENCH to 'O' level and beyond. Sixth Form work for suitable candidate.
Resident post with free married or single accommodation.
Please apply with c.v. and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3RY, from whom further details of the post may be obtained. (17693) 076-34

TEACHERS PART TIME OPPORTUNITIES
Is your hard earned qualification going to waste because of teacher cutbacks? We can't offer you a classroom, but we can offer you an opportunity to serve children by representing a most prestigious company with an international reputation for fine educational materials. Many of our top sales people come from the teaching ranks. Excellent earnings potential, real management prospects.
You will be contacted prior to local interviews but write in the first instance to: John Lowe, c/o World Book Childcraft International, Canterbury House, Sydenham Road, Croydon, Surrey. (15077) 076-91

PAPER WAIT?

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INDEPENDENT SCHOOLS
continued

Mathematics

Heads of Department

WOLVERHAMPTON
ROYAL WOLVERHAMPTON SCHOOL
Head of Mathematics Scale 3.
A key member of staff is required for September or January to Head a large department up to G.C.E. successful candidates level. An offered the Sixth date would be expected to teach Form Housemastership with appropriate allowance and accommodation available.
No. 4 in this co-educational school.
Full details available. Apply with curriculum vitae and names of two referees to the Headmaster, Royal Wolverhampton School, Penn Road, Wolverhampton. Tel. 0902 341850. (1148/81) 133-82

Other Assistants

HAMPSHIRE
WINCHESTER COLLEGE
Required in September for one term (April) only, teacher of Mathematics. The applicant should be able to teach one year beyond O level. Bachelor accommodation available.
Applications with curriculum vitae and names of referees to the Headmaster, Winchester College, Winchester, SO23 9NJ. (1160/81) 133-80

KENT
ST. MARY'S CONVENT
Ninenlas Road, Folkestone
S.C. Independent 280 girls 11 - 18
Required from September 1981 Graduate to teach Mathematics 'O' and 'A' level Knowledge of Computing an advantage.
Burnham Scale - post.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. (1184/7) 133-80

KENT
CANNOCK SCHOOL
Chelsfield, Orpington.
Required in September 1981 in this small co-educational boarding school for boys, a qualified teacher to be responsible for the teaching of Mathematics throughout the 11 - 16 age range. Some knowledge would be a recommendation and some extra-curricular ability an advantage.
The post is resident, with free single or family accommodation available to help with the boarding house. Salary scale negotiable and is in accordance with Burnham, State superannuation.
Apply with curriculum vitae and names of two referees, to the Headmaster. (1203/81) 133-80

NORFOLK
ECCLES HALL SCHOOL
Quidenham, Norfolk NR16 2PA
A teacher of Mathematics to C.S.E. and 'O' level is required at this 'private' secondary boarding school. Interested applicants should apply for Single Resident post, Burnham Scale 3.
Applications to the Headmaster. (1203/81) 133-80

SURREY
MATHEMATICS TEACHER
Required for G.C.E. 'O' and 'A' level, in private recognised College of Further Education.
Salary will depend on age and experience. Position can be either residential or non-residential. If residential, person appointed would be required to carry out house duties. Would suit young person.
Apply: The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (1419/81) 133-80

LONDON
CITY OF LONDON SCHOOL
Required for JANUARY 1982 a graduate teacher in the Modern Languages department to teach FRENCH throughout the School from 11+ to senior sixth with good share of sixth form work. Second language preferable but not essential.
Further details of the post, which on the School's own salary scale will be equivalent to Scale 3, 3 or 4 depending on experience, can be obtained from the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DL, to whom application should be made with a curriculum vitae and the names of two referees. (1187/81) 134-80

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for January 1982, a well-qualified graduate to teach FRENCH at all levels throughout the School, with a second language preferably German. An active, non-out-of-school activities would be an asset. Qualification for Sixth Form work essential. The School has its own salary scale.
Application, with full curriculum vitae and names of at least two referees, should be addressed to the High Master and should reach him not later than 3rd July. (1178/81) 134-80

PERTHSHIRE
GLENALMOND
Required in January 1982 for one term, whilst Head of Department takes up Cambridge Fellow Commonership, a GRADUATE to teach FRENCH to 'O' level and beyond. Sixth Form work, for suitable candidate.
Resident post with free normal or single accommodation.
Please apply with c.v. and names of two referees to the Headmaster, Glenalmond, Perthshire PH1 3RY, from whom further details of the post may be obtained. (1169/81) 134-80

SUSSEX
Required September 1981 qualified French teacher to assist with outward bound activities. Burnham Scale and Government superannuation.
Apply with C.V. to Headmaster, Newlands School, Seaford, Sussex. (1184/81) 134-80

Music

ABERDEENSHIRE
REQUIRED SEPTEMBER, 1981:
Resident music graduate (G.R.S.M. or similar) to teach Class Music, Choir, Orchestra, Music to games player - Cricket, Rugby and willing to take full part in life of School. Accommodation and board in term time only. Burnham Scale. Allowance for lively graduate to teach English and History to C.S.E. & 'O' standard level with games as above.
Apply with curriculum vitae giving names, addresses and telephone numbers of two referees to the Headmaster, Fairmore School, Banchory, Aberdeenshire AB3 4XH (P.S.V.S. page 589). (151/81) 133-80

BRISTOL
QUEEN ELIZABETH'S HOSPITAL
Queen's Road, Bristol BS8 1RA
(Age 11+ to sixth form)
Required for January 1982, ASSISTANT DIRECTOR OF MUSIC, in a particularly flourishing department. This will initially be a two-term appointment with the possibility of permanency. Applicants should be graduate (Oxon or Cantab) and piano, 'A' and 'O' level music (time/table), junior choir master and, in addition to other responsibilities, take charge of a very strong boarders' choir. Single accommodation may be available. Salary Burnham according to experience.
Full particulars from and applications (closing date 18 September) with c.v. and names of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol, BS8 1RA. (1507/8) 135-80

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford TW15 2DZ
Qualified part-time STRINGS teacher required September tuition on violin/viola and possibly cello.
Enthusiasm and flair for instrument is essential.
Apply to the Head Mistress with details of qualifications and experience and the names and addresses of two referees. (1453/7) 135-80

NORTH WALES
HOWELL'S SCHOOL
Denbigh, Clwyd, LL16 3EN
Boarding and Day School for 400 girls aged 7 - 18.
Required January 1982, a well-qualified and enthusiastic American (Canadian) to take responsibility for the School choir and general music. The successful applicant will be expected to teach Music to 'O' and 'A' level and to take a full part in the musical life of the School. He be present Choirmaster, who is to become Director of Music at the School, has combined this post with that of Bi-Organist, at St. Asaph Cathedral.
Applications, with curriculum vitae, should be addressed to the Headmistress. (1167/8) 135-80

SOMERSET
Girls' boarding school requires in September a qualified and experienced person to be responsible for the teaching of MUSIC to 150 girls, aged 7 - 17 years, and their preparation for C.S.E. and O-level examinations. Particular part taught with individual instrumental tuition. Choir and orchestra. Good equipment and small, responsive classes. Applicants must be pianists with the enthusiasm and ability to inspire a genuine appreciation of music in their pupils.
Burnham Scale, D.S.S. Superannuation.
Please send full C.V. and names and addresses of two referees to The Headmistress, Kingsmead School, Wincanton, Somerset. (1548/1) 135-80

SURREY
ST. MICHAEL'S
Limpsfield, Oxted, Surrey.
Required for September for the Church of England Boarding and Day School for girls.
Qualified Musician to be responsible for the music of the school chapel and to teach music throughout the school. The work would include training the choir, playing the organ for the chapel services and teaching class singing and preferably piano. The post may be full or part time, resident or non-resident.
Please apply to the Headmistress. (1764/8) 135-80

Pastoral

KENT
THE SACRED HEART SCHOOL
Beechwood, Pembury Road, Tunbridge Wells, TN2 3QD
Catholic Independent School for 270 girls (11 - 18)
ASSISTANT HEAD OF SENIOR DIVISION required. The post is an interesting pastoral one involving responsibility for 53 Boarders and 17 Day Girls with particular stress on out-of-school activities. Good accommodation available in attractive grounds. The successful candidate will take up duty on 1st September 1981.
Apply with the names of two referees to the Headmaster. (1766/8) 135-80

NORTH WALES
RYDAL SCHOOL
Colwyn Bay
HMC Independent Mainly Boarding School for girls
Required September 1981
HOUSEMISTRESS to be responsible for second Girls' House (95 girls aged 13 - 18 years, boarding and day). Possible but not essential to teaching (P.E., Music, Mathematics, Typing preferred). Excellent single accommodation. Salary according to age and experience.
Please apply with full details and names of two referees to the Headmaster, Rydal School, (Telephone 0492-30158). (1520/3) 135-80

Physical Education

CHANNEL ISLANDS
THE LADIES' COLLEGE
Guernsey.
Independent Direct Grant Day School, 8 - 18 years).
Required by January 1982 - if possible,
ASSISTANT to teach Physical Education throughout the school. It is anticipated that the person appointed will be responsible for swimming and will share the teaching of gymnastics/dance, netball, hockey and tennis with games and other teaching subjects offered.
Burnham Scale 1 (possibility of Scale II according to qualifications and experience).
English Superannuation. Island Income Tax 98p in the pound.
Housing in Guernsey is controlled by the Housing Authority. Any teacher wishing to purchase or rent a dwelling must first apply to the Housing Authority for permission to occupy that dwelling.
Please apply to the Principal as soon as possible, including a separate curriculum vitae together with names, address and telephone numbers of at least two referees. (1535/5) 136-80

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, near Hitchin
Needs Assistant Housemistress offering Lacrosse and/or Duke of Edinburgh Awards, for at least one term.
Apply to Headmaster. (1789/8) 136-80

KENT
STRATFORD HOUSE SCHOOL
(Public Independent Day School for Girls 4 - 16)
Required for September 1981 Physical Education specialist to share the varied activities and teach to age range 7 - 16. Ability to teach Netball, Gymnastics, Tennis Athletics and Trampolining would be an advantage. There is an outdoor heated swimming pool and other sports include lacrosse.
Please apply in writing to the Headmistress with curriculum vitae and the names and addresses of two referees. (1510/3) 136-80

Religious Education

CHELTENHAM
CHARLTON PARK R.C. DEPENDENT SCHOOL FOR GIRLS
700 pupils - over 100 in VIth Form
RELIGIOUS EDUCATION SPECIALIST required for September to make one of a team in a lively department. A suitable candidate will have the opportunity to teaching to full age range, 11 - 18 and share in O and A Level work.
Salary Burnham Scale 1 with Government superannuation.
Apply by letter giving names of two referees to the Headmistress enclosing B.A.E. (1418/8) 137-80

Science

BERKSHIRE
CLAIRES COURT
(Independent School of 300 Boys)
Required for September 1981 or January 1982, Full or Part-time TEACHER OF PHYSICS to GCE 'O'/'A'Level standard. Some Junior Maths OR Nuffield Science if appointment is full-time. Burnham Scale 3. Furnished accommodation available if required.
Apply in writing, with names, addresses and phone numbers of at least two referees, to The Principal, Claires Court, Maidenhead Road, Windsor, Berks, SL4 5TE. (1167/8) 135-80

HARROW
Wanted for September, N.W.London. Scientist to teach Physics & Chemistry to 'O' level.
Applications and two references to Box No. 1138A138 The Times, WC1X 8EZ. (1669/0) 135-80

HEREFORD
HEREFORD CATHEDRAL SCHOOL
Young graduate required to share in the teaching of SCIENCE at all levels September or January.
Details from the Headmaster, Cathedral School, Hereford, HR1 2NW (0432 4787. (1168/1) 135-80

LONDON SE12
MYERSTON SCHOOL
Eltham Hill, London SE12 8UF
Tel: 01-857 1301
Required for September 1981, Experienced Qualified Teacher for Chemistry/integrated Science to 'O' Level - Scale 2, plus London Allowance. Flat accommodation available.
Applications to the Principal with curriculum vitae and names and addresses of two referees. (1604/0) 136-80

LONDON
TREVOR-ROBERTS TUTORIAL COLLEGE
SCIENCE TUTOR
To commence September 14th, 1981, at 37, Eton Avenue, London NW3. The College is co-educational for pupils aged 16/19 - 14 years, to prepare them for C.S. Examinations in a happy atmosphere designed to promote self confidence as well as academic achievement. The premises are currently being renovated and there will be a new science laboratory with all modern facilities. Salaries commensurate with Burnham Scale.
Applications with C.V. to The Registrar, 14, Primrose Hill Road, London NW3 or (01 722 3717). (1602/4) 139-80

OXFORD
Independent C.P.E. in Oxford needs teacher for immediate or September start. Subject: Chemistry to 'A' level standard.
Write with C.V. to the Principal, St. Aldates College, Rose Place, Oxford, OX1 1SB. (1403/9) 139-80

OXFORD
RYE ST. ANTONY SCHOOL
Boarding and R.C. Secondary and Day School for Girls (ages 8 - 18)
Required September, qualified Teacher of CHEMISTRY (Graduate) to teach up to A level. Reference given to candidates prepared to be resident.
Apply with curriculum vitae and names of two referees to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY. (1879/8) 139-80

SURREY
CONVENT of the Sacred Heart Woldingham
Independent boarding school for girls 11 - 18 years
Required September, a graduate to teach BIOLOGY throughout the school to 'O' level, possibility of some also to 'A' level teaching. Burnham scale according to experience, first appointments would be considered.
Apply in writing to the Headmistress enclosing CV giving names and telephone numbers of two academic referees. (1739

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire.
Independent Boarding School for 550 girls aged 11 - 18. Sixth Form of 160
Required for January, 1982 for possibly September 1981) graduate to teach Chemistry throughout the school to Advanced and Scholarship level. Burnham Salary Scale One with Government Superannuation.
Applications to the Headmistress with copies of testimonials and the names and addresses of two referees. (1896/3) 139-80

Other than by Subject Classification

ABERDEENSHIRE
REQUIRED SEPTEMBER, 1981:
Young resident graduate to teach ENGLISH and HISTORY to C.S.E. & Scholarship level. Games enthusiast - CRICKET, Rugby essential. Accommodation and board in term time only. Burnham Scale.
Alternatively versatile Musician (C.R.S.M.) with games proficiency willing to give energetic assistance to advanced music throughout the School.
Apply with curriculum vitae giving names, addresses and telephone numbers of two referees, to the Headmaster, Fairmore School, Banchory, Aberdeenshire AB3 4XH (P.S.V.S. page 589). (151/81) 133-80

BERKSHIRE
Young resident graduate required to teach ENGLISH and DRAMA throughout the School to Advanced and Scholarship level. Games proficiency an advantage.
Apply with curriculum vitae and names of two referees to the Headmaster, Bearwood College, Wokingham, Berks. (1153/4) 135-80

BUCKINGHAMSHIRE
SWANBOURNE HOUSE SCHOOL
The Trustees invite applications for the Headship of the above school in succession to Mr. C.S. Jones, who retires on 31st August, 1982.
Applicants should be graduates of a University of the United Kingdom, meet the D.E.S. requirements to be classed as Qualified Teachers and be members Christians of either the Church of England or a Church in communion with it.
Applications are required before 15th September. Details of the appointment may be obtained from the Bursar, Swanbourne House School, Swanbourne, Milton Keynes, Bucks. MK17 0HZ. (1496/8) 130-80

Preparatory Schools

Headships

BLACKBURN
HEADFIELD SCHOOL
Blackburn
Applications are invited from experienced and qualified persons for the position as HEAD TEACHER at the above school, a Preparatory School of approx. 200 pupils for the academic year commencing September 1981.
Applications please, by 4 July 1981, including CV to: The Secretary, Headfield School, 35 Ribchester Place, Preston. PR1 6HG. (1539/4) 150-80

BUCKINGHAMSHIRE
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Applications are required before 15th September. Details of the appointment may be obtained from the Bursar, Swanbourne House School, Swanbourne, Milton Keynes, Bucks. MK17 0HZ. (1496/8) 130-80

Deputy Headships Second Masters/ Mistresses

MIDDLESEX
Due to impending retirement of the SECOND MASTER, applications are invited from qualified teachers who can offer SENIOR MATHEMATICS (G.C.E. A.S. Level), with physics preferably. If possible to same standard in the I.A.P.S. Day School of 180 boys aged 4 - 13 years. It is hoped to begin a course with science departmental experience and educational curriculum changes (Craft/Design in particular) in September, 1982, shortly after which it will be Quite London Burnham with Government Superannuation with a transfer to Deputy Head Scale as soon as possible thereafter.
Write or Telephone urgently Barbara Speaks School, East Acton Lane, W.3. 01-743 5805. (1607/8) 143-80

WEST SUSSEX. Masters/Mistress/Matron required to work in independent Schools should apply with s.a.e. envelope to Sec. Pool Cottage, Merringdean Road, Billingshurst, W. Sussex. (02291) 143-88

SUFFOLK
ST. GEORGE'S SCHOOL
Independent Boarding School for boys aged 5 to 16+ requires teachers in the following subjects for September 1981:
MATHS
MATHS AND SCIENCE
ART (+ some general subjects to Juniors)
JUNIORS
JUNIORS(+ some Lower School Latin)
Resident posts available
Salary: School's Scale (similar to Burnham)
Applicants should have a Degree, and MUST have a teaching qualification; some previous teaching experience also desirable.
Apply IN WRITING with full CV, two referees and 'phone number to: The Headmaster, St. George's School, The Hall, C/o Fisborough, Stowmarket, Suffolk. (1154) 143-80

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Co-ed School run on Gordonstoun Lines
Required September, 1981 qualified resident teacher of General Subjects to go over 9 girls, combined with Assistant Housemastership in Junior Boys' House, Burnham and State Superannuation.
Apply Headmaster, stating activity interests and quoting two referees. (1563/7) 143-80

SURREY
ST. CATHERINE'S SCHOOL
Bramley, Guildford.
Church of England Independent Day and Boarding School for 540 girls 8 - 18.
Required for September in a temporary capacity, a well qualified JUNIOR SCHOOL teacher for nine year old girls. The post is for one year initially, however in September Entrance Examinations may be held. Burnham Scale 3 plus Teachers' Superannuation Scheme.
Please apply in writing to the Headmistress giving curriculum vitae and names of two referees. (1506/6) 143-80

SUSSEX
Eng. & Hist. Teacher req. September C. E. & School level, Graduate preferred. Apply Headmaster, Ashdown House, Forest Row, Sussex. (1811/7) 143-80

WORCS
Required in September a full-time qualified teacher for a Class of Upper Juniors. Also required part-time teacher of French & German up to 'O' Level standard.
Apply with names of 2 referees to Principal, Green Hill School, Evesham, Worcs. (1900/1) 143-80

Wanted Teacher for September 1981 various subjects (not English or History) for senior school.
Write or Telephone urgently Barbara Speaks School, East Acton Lane, W.3. 01-743 5805. (1607/8) 143-80

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ART (+ some general subjects to Juniors)
JUNIORS
JUNIORS(+ some Lower School Latin)
Resident posts available
Salary: School's Scale (similar to Burnham)
Applicants should have a Degree, and MUST have a teaching qualification; some previous teaching experience also desirable.
Apply IN WRITING with full CV, two referees and 'phone number to: The Headmaster, St. George's School, The Hall, C/o Fisborough, Stowmarket, Suffolk. (1154) 143-80

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Apply Headmaster, stating activity interests and quoting two referees. (1563/7) 143-80

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Please apply in writing to the Headmistress giving curriculum vitae and names of two referees. (1506/6) 143-80

SUSSEX
Eng. & Hist. Teacher req. September C. E. & School level, Graduate preferred. Apply Headmaster, Ashdown House, Forest Row, Sussex. (1811/7) 143-80

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Apply with names of 2 referees to Principal, Green Hill School, Evesham, Worcs. (1900/1) 143-80

Wanted Teacher for September 1981 various subjects (not English or History) for senior school.
Write or Telephone urgently Barbara Speaks School, East Acton Lane, W.3. 01-743 5805. (1607/8) 143-80

LONDON
ACCOUNTS
Part-time TUTOR required for 'O' and 'A' levels starting September.
Write with brief details, to The Principal, The University Tutorial College, 102, Great Russell Street, London, W.C.1. (1628) 143-80

LONDON
Experienced teachers required for September: English, History, and Geography streams, and Head of Geography for private school in Stanford Hill. Phone 806 8812. (1437/8)
Teachers required for Junior and Infants departments for private school in Stamford Hill. Phone 806 8812. (1437/8) 143-80

LONDON
URGENT staff reading educational assistance for Wigmore Hall in preparation for Wigmore Hall and other Autumn recitals.
Fees and time negotiable. 01 370 6605. (1159) 143-80

NORTHAMPTON
HOLY FAMILY CONVENT SCHOOL
Pleford, Northampton, NN6 8AX
Independent Day and Boarding School
Required in September 1981, Scale 1:
1. Experienced RMP Mathematics teacher with ability to take science in lower forms.
2. A Biologist capable of taking also Human Biology 'A' levels and general science in lower forms.
Apply with curriculum vitae and names of three referees to the Headmistress without delay. (1551/4) 143-80

TRINITY COLLEGE
GLENALMOND
requires in January 1982
a Priest in Agilcan Orders as
SCHOOL CHAPLAIN
to conduct Chapel services and play a full teaching and pastoral role in the community. Accommodation provided. Application with curriculum vitae and names of two referees to THE WARDEN, TRINITY COLLEGE, GLENALMOND, PERTHSHIRE, PH1 3RY, from whom further details can be obtained.
TESG137

DULWICH COLLEGE
London SE21 7LD
Required for September 1981 as
CHAPLAIN
of Dulwich College, Alleyn's College of God's Gift, an ordained member of the Church of England
He will have a prominent role in the pastoral care of 1400 boys, prepare candidates for Confirmation, make arrangements for School Services and Assemblies and officiate at the College Chapel which also has a local congregation. He will teach Religious Studies, possibly with another subject.
Accommodation will be available for a married man requiring it.
Application by letter to the Master, giving full curriculum vitae and the names, addresses and telephone numbers of two referees. Ring (01) 693 3601 for further particulars.
TESG137

PREPARATORY SCHOOLS continued

By Subject Classification

English

CORNWALL

Required September 1981, C.E. English, plus supporting subject/Boys Games in Co-Ed Day School. Accommodation available for single person.
Apply with c.v. to Headmaster, Roselyon School, Par, Cornwall, PL24 2HZ. (15079) 160-80

MALVERN

HILLSTONE SCHOOL (I.A.P.S.)
Experienced English Teacher, graduate, required in September for Public School C.E. and Scholarship work. Willingness to help with games and outdoor activities essential. Salary Burnham plus allowance.
Apply with names of referees to the Headmaster. (07246) 160-80

Mathematics

SURREY

North Surrey prep school seeks experienced Mathematician for P.S. scholarship and C.E.
Write No TES4153 The Times WC1X 8EZ. (15471) 163-80

Modern Languages

KENT

FRIARS SCHOOL, Great Chart, Ashford, Kent (IAPS Day & Boarding, 150 boys)
Qualified teacher required in January 1982 to teach mainly Middle and Junior School French. Games and extra curricular activities desirable. Single accommodation. Burnham. Government Superannuation.
Applications, naming two referees, to the Headmaster. (15080) 164-80

SURREY

Required in September, qualified and enthusiastic teacher to take French to C.E./P.S.S. level in IAPS Day Preparatory School. Ability to assist with games and extra-curricular activities an advantage. Salary Burnham Scale.
Apply with all relevant details and names of two referees to the Headmaster, Nower Lodge School, Dorking, Surrey. (14007) 164-80

SURREY

Teacher of French required for Boys' Preparatory School, Surrey. (Single, Resident/Non-Resident). Team games essential.
S.A.E. to Headmaster, Aldro, Shackleford, Surrey. (17870) 164-80

WEST MIDLANDS

EVERSFIELD SCHOOL Solihull (I.A.P.S. - 180 boys)
Required in January 1982 a teacher of French throughout the School to C.E. and P.S.S. standard. Accommodation is available for a single person. This is a permanent appointment offering Burnham Scale salary and Superannuation Scheme.
Apply: The Headmaster, Eversfield Preparatory School, 647, Warwick Road, Solihull, West Midlands, B91 1AT. (15312) 164-80

Music

CAMBRIDGE

ST. FAITH'S SCHOOL 320 boys 7 to 13 years
Required for September, an enthusiastic music teacher to assist in a growing department. The post includes a large amount of piano teaching and responsibility for instrumental ensembles and boarders practice, plus other school activities.
I.A.P.S. School, Burnham Scale 1, Government Superannuation.
Please apply with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, St. Faith's School, Cambridge CB2 2AG. (17924) 165-80

HERTFORDSHIRE

ROTHESAY SCHOOL, Berkhamsted.
Required in September, Christian Teacher for part time music post. Good possibility of development to full time appointment.
Apply to the Principal. (15216) 165-80

Pastoral

SOMERSET

ST. CHRISTOPHER'S, Burnham on Sea, Somerset.
Girls' Preparatory Boarding School. Required in September for one term experienced Resident House Mistress, some R.E. teaching, some weekend duties.
Apply Headmistress with copies of testimonials and name and address of two referees. (15515) 165-98

SUFFOLK

Senior Resident Master required January 1982 Boys' IAPS Boarding Prep School (150 Boys). Country. Teach English or History. Pastoral care. Scale 2 Burnham.
Apply Headmaster, Old Buckenham Hall, Brettenham, Ipswich. (15093) 165-98

Physical Education

YORK

RED HOUSE SCHOOL, Moor Monkton, York YO5 8JQ
Co-educational 4 - 13, Boarding & Day.
Vacancy Sept. 81 for a PE, Games & Class Teacher, preferably to live in. Essential requirements are the ability to teach a minimum of two academic subjects, PE and coach Rugby, Cricket & Athletics. Facilities at the school also include Sailing, Swimming & Canoeing.
Burnham Scale 1 and Superannuation.
Applications with Curriculum Vitae, names of two referees and S.A.E. to The Headmaster. (17687) 166-80

SURREY

Downside School Purley (IAPS 170 Boys 7-13)
Required for September 1981 qualified teacher to be in charge of Games and PE throughout the school and to teach a subsidiary subject.
Must be able to drive school mini-bus.
Salary Burnham Scale I with LA.
Application with CV and the names of two referees to the Headmaster, Downside School, Woodcote Lane, Purley, Surrey. H166

Science

SHREWSBURY

KINGSLAND GRANGE SCHOOL
Required for September 1981 (possibly January 1982) teacher for Science to Common Entrance and Scholarship Standard.
Some soccer or cricket ability an asset. Burnham Scale.
Apply to Headmaster write C.V. and names of two referees. (15021) 169-80

Other than by Subject Classification

CHESHIRE

TERRA NOVA SCHOOL, Jodrell Bank, Holmes Chapel, CW4 8BT
Required in September a qualified teacher for a form of eight year old boys and girls in a lively IAPS school. The post is resident. Ability and willingness to run the Cub Pack is an advantage, and enthusiasm for involvement in boarding school activities is essential.
Apply to the Headmaster in writing with curriculum vitae, the names of two referees and a contact telephone number. (16087) 173-80

DERBYSHIRE

BARLBOROUGH HALL SCHOOL, Barlborough, Chesterfield, Derbys. S43 4TL
Required for September 1981 in this Independent Catholic Preparatory Boarding School teachers for the following subjects:
1. English; 2. Physical Education. The ability to coach rugby and cricket is essential. Accommodation could be available for a single person.
Please apply in writing with c.v. and the names of two referees to The Headmaster. (16024) 173-80

HAMPSHIRE

GRADUATE required September to teach English to. PSS level, also general subjects, in IAPS school of 150.
For further details, apply Headmaster, Highfield School, Liphook, Hants. (0428-722228). (14322) 173-80

LONDON NW3

YOUNG TEACHER FOR HAMPSTEAD PREP SCHOOL

ST. ANTHONY'S PREPARATORY SCHOOL 90 Fitzjohn's Avenue, Hampstead, NW3

Young teacher required for September 1981 to cover general subjects with a class of 7/8 year old boys; the post is also likely to entail the teaching of History or Geography to two forms of 8/9 year olds. It will involve assisting with sports twice a week, weather permitting!

The ability to play the piano will greatly enhance chances of success.

Great kids, pleasant atmosphere (usually!), reasonable salary, mainly young colleagues. Applicants must be qualified though not necessarily teachers.

If interested, please write to the Headmaster (Tim W. Patton) with curriculum vitae and names of two referees - please also enclose telephone number if possible. (15476) 173-80

LONDON SW7

Sept. 81. Unexpected vacancy for qualified teacher for girls 4½- 5½. Burnham Scale. Experience essential.
Telephone: 01-373 7153 for further details or write with C.V. to Mrs. Nunes, Falkner House Girls Preparatory School, 19 Brechin Place, SW7 4QB. (17925) 173-80

MIDDLESEX

NORTHWOOD COLLEGE (Public Day and Boarding School 480 Girls).
Required in September, Resident Mistress to teach part-time in the Junior Department combined with the post of Assistant House Mistress. (Two full-time Matrons). There are 40 girls, aged 10 - 18 in the Boarding House.
Burnham Scale with no deduction for residence. Government Superannuation. (Residence in holidays if required).
Apply to Head Mistress with c.v. and names of two referees. (15469) 173-80

SURREY

Required in November, qualified teacher for Junior Maths and Science (ages 8 - 10) in IAPS Day Preparatory School. Ability to help with games and extra-curricular activities an advantage. Salary Burnham Scale.
Apply with all Head-details and names of two referees to the Headmaster, Nower Lodge School, Dorking, Surrey. (17883) 173-80

Colleges of Further Education

BRENT

LONDON BOROUGH OF KILBURN POLYTECHNIC Priory Park Road, NW6 1YB
DEPARTMENT OF FASHION, FOOD AND COMMUNITY STUDIES
373 Edgware Road, NW9.
LECTURER II IN CATERING SUBJECTS (Post No. 81/20)
Required from 1st September 1981. Industrial experience and a Teacher's Certificate are essential requirements for this post.
LECTURER I IN HEALTH SUBJECTS (Post No. 81/11) (Readvertisement)
Required as soon as possible. To contribute to Social Care courses and to the teaching of First Aid. Good professional qualifications and recent relevant experience are essential and a teaching qualification is desirable.
DEPARTMENT OF HARLESDEN AND NEASDEN CENTRES
LECTURER I IN COMMUNICATIONS INVOLVING SOME NUMERACY (Post No. 81/18)
Required from 1st September 1981. To act as Course Tutor for a new RSA Basic Clerical Procedures Course at the Neasden Centre.
LECTURER I IN ENGLISH AS A SECOND LANGUAGE (Post No. 81/19)
Required Temporary Unestablished post from 1st September 1981 - 31st August 1982. To teach English as a Second Language to Asians, particularly those from the Indian sub-continent who live in the area.
Salaries: Lecturer II £6,462 - £10,431 plus London Allowance of £759. Lecturer I £5,034 - £8,658 plus London Allowance of £759.
For full time permanent appointments, relocation assistance in approved cases.
Further particulars and application forms (S.A.E.) returnable within 10 days of this advertisement, may be obtained from the Principal. (15045) 183-80

AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: F.J. Hawley, MSc
Department of Mechanical Engineering
SENIOR LECTURER IN PRODUCATION ENGINEERING
The person appointed will be expected to develop NC/CNC courses have workshop experience and contribute to a T.E.C. Certificate Programme.
Salary Scale: £9,624 - £11,328 (bar) - £12,141.
Further details and application forms (to be returned by 10 July 1981) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Post Reference Number 81/17. (15066) 183-80

AVON COUNTY
EDUCATION COMMITTEE
SOUNDWELL TECHNICAL COLLEGE
St. Stephens Road, Soundwell, Bristol. BS16 4RL
(Tel: 0272 - 675101)

Appointment of Lecturer I in Mathematics and Computing. The above vacancy exists from 1st September 1981. Salary in accordance with Burden F.E. Report.
For further details apply to The Principal. (15985) 183-80

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN
Stanley Hill, Amersham, Bucks. HP7 9HN
Tel: Amersham 21121
Principal: Mr. G.R. Link BA, T Dip, FRSA

SCHOOL OF ART AND DESIGN (Head of School: Cav Romeo di Girolamo RBA NDD)
LECTURER II
To be responsible for the teaching of the History of Art and Design throughout the school but primarily to DATEC Diploma students.
Candidates will also be responsible for the co-ordination of the Complementary Studies part of the course and will be expected to maintain a close liaison with all Section Heads.
The successful candidate will most probably be a BA or equivalent with a keen interest in the Arts generally and Design in particular.
LECTURER I.
In Textile Design, to be primarily responsible for teaching students on the DATEC Diploma course in general Art and Design.
Candidates should be conversant with up-to-date studio and production methods, practical printmaking, design business and professional matters.
Salary: Lecturer I - £5034 to £8656. Lecturer II - £6462 - £10431. Plus £213 Outer London Fringe Allowance.

Application forms and further details from Head of School of Art and Design, to be returned within 14 days of the appearance of this advertisement. (15318) 183-80

BURY
METROPOLITAN BOROUGH OF BURY
METROPOLITAN COLLEGE OF FURTHER EDUCATION
Market Street, Bury, and Whittaker Street, Radcliffe

TEACHING APPOINTMENT

Required from 1st September 1981: Lecturer I in Mathematics and Physics and Lecturer I in Computer Studies and Mathematics.

Applicants should be graduates in the appropriate subjects, teacher- trained, and able to teach at least one subject to G.C.E. 'A' Level. Relevant industrial and teaching experience will be an advantage.

Salary: Lecturer Grade I £5,034 - £8,658 per annum.

Application forms available from and returnable to the Director of Education, Athenaeum House, Market Street, Bury (Tel. No. 061-761-5121 Ext. 947 or 948) by 10th July, 1981. (15455) 183-80

CHESHIRE

SOUTH CHESHIRE COLLEGE

One year appointment LECTURER I ENGLISH & COMMUNICATION STUDIES with particular reference to film and screen studies.

Salary: £5034 - £8658.

Particulars and application form may be obtained from The College, Dane Bank Avenue, Crewe, CW2 8AB. Tel: Crewe 69133. (17998) 183-80

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax, HX1 3UZ
Telephone: 58221.
FULL-TIME LECTURER IN ELECTRONICS AND PHYSICS
Applicants are invited for the post of Lecturer I to commence duties on 1st September 1981. Candidates to have a Degree or equivalent in Electronics/Physics and preferably be teacher trained.
Salary Scale Burnham F.E.
Application forms and further details available from the Principal at the College, all such requests should be accompanied by a stamped addressed envelope, a further stamped addressed envelope must be included when submitting an application if an acknowledgment of receipt of application form is required. Applicants who have not received a communication from the College by 10th August can assume that the vacancy has been filled.
Closing date for applications Friday, 10th July, 1981. (15453) 183-80

DERBYSHIRE

EDUCATION COMMITTE
NORTH EAST DERBYSHIRE COLLEGE OF FURTHER EDUCATION
Principal: P. M. Linley, B.Sc., M.Sc., C.Eng., M.I. Mech.E., F.B.I.M.

DEPARTMENT OF GENERAL EDUCATION

Applications are invited for the following post tenable from 1st September, 1981:-

LECTURER (GRADE I) IN DISTRIBUTION

Applicants should have wide experience in the Distributive Industry at Managerial level and possess appropriate qualifications. Previous experience in full-time or part-time teaching or a teaching qualification would be an added advantage.

The successful applicant will be responsible for Retail Distribution Courses under the Y.O.P. Scheme and be expected to develop B.E.C. General, U.V.P., and similar courses.

EALING

LONDON BOROUGH OF SOUTHALL COLLEGE OF TECHNOLOGY
Beaconsfield Road, Southall, Middlesex, UB1 1DP
Telephone: 01-574 3448
DEPARTMENT OF SCIENCE & TECHNOLOGY
LECTURER GRADE I in Life Science required, to teach Life Science subjects to TEC Certificate and G.C.E. 'A' Level, preferably with ability to offer chemistry as a second subject.
Appropriate degree or equivalent required. Relevant practical experience desirable.
DEPARTMENT OF BUSINESS, GENERAL & COMMUNITY EDUCATION
LECTURER GRADE I in Book-keeping and Accounting required to teach these subjects at BEC General and National Level. An ability to teach one or more of the following subject would be a considerable avantage: Business Calculations; Computer Appreciation; Banking; Business Law; Taxation; Insurance; Public Administration.
Salary for both posts: Lecturer I Scale, ie. £5034 - £8658 plus £759 London Allowance, per annum.
Application forms and further details are available from the Registrar, Room 21A, at the above address. A foolscap s.a.e is requested. Forms should be returned within 10 days of the appearance of this advertisement. (15116) 183-80

DEVON

SOUTH DEVON TECHNICAL COLLEGE Torquay

Required 1st September, 1981:

1. LECTURER I (TWO POSTS) - SECRETARIAL STUDIES.

Qualified to teach Shorthand, Typewriting, Office Practice and allied subjects.

2. LECTURER I - BUSINESS STUDIES.

Qualified to teach Office Administration, Accounts, Calculations and Typewriting.

3. LECTURER I - FOOD AND BEVERAGE SERVICE.

To teach theory and practice of food service to Ordinary Diploma and City & Guilds courses.

Candidates should be suitably qualified holding City & Guilds 707/1/2/3 or equivalent. Experience in the hotel and catering industry in hotels and restaurants is advantageous.

4. LECTURER I - MANAGEMENT STUDIES.

To teach HND in Hotel and Catering Administration, HCI-MA 'B' and now advanced courses with particular emphasis on management application in hotel and catering. The appointed person will join a small team of management lecturers in the development of Higher TEC Diploma and Certificate programmes and be responsible for the co-ordination of management on a specific course or courses.

Applicants should hold an appropriate Degree or professional qualification in managerial subjects, preferably with hotel and catering experience or training.

5. LECTURER I - ENGLISH & GENERAL STUDIES.

To teach English, Communication and General Studies on City & Guilds, TEC and Youth Opportunities courses. Opportunity to develop a special interest.

6. LECTURER I - COMMUNITY & CLIENT CARE.

To teach Community and Client Care to students on Social Care and Pre-Nursing courses.

7. LECTURER I - YOUTH OPPORTUNITIES.

To develop 'outreach' day release courses for the young unemployed in towns and villages of South Devon.

Consideration will be given to candidates with any technical qualifications and industrial experience, and with drive and initiative.

APPLICANTS FOR ALL POSTS SHOULD BE TRAINED TEACHERS, PREFERABLY GRADUATES. Industrial or commercial experience will be an advantage.

Salary Scale: (Burnham F.E. Report). Lecturer I £5,034 - £8,658 per annum. (Placing on scale according to qualifications and experience).

Full details and application forms (s.a.e. please) returnable by Friday 10th July, 1981, from Principal, Newton Road, Torquay, TQ2 5BY. (16170) 183-80

HEAD
OF DEAN CLOSE JUNIOR SCHOOL

Well qualified and experienced graduates are invited to apply for the Headship of Dean Close Junior School. The successful applicant will be asked to take office if possible in April, 1982.

Dean Close Junior School is a co-educational Preparatory School (173 boys and 118 girls) whose Headmasters have been members of I.A.P.S. Half the pupils are boarders.

The School enjoys a close relationship with the Senior School and by this means has access to many superb facilities in addition to its own. Applicants should be communicant members of the Church of England.

Further particulars may be obtained from the Headmaster of Dean Close School to whom applications may be made by letter, together with curriculum vitae and the names and addresses of three referees. The Closing Date is Saturday, 11th July.

Dean Close School,
Shelburne Road, Gloucestershire, GL51 6HE.

TES/H150

SURREY COUNTY COUNCIL

Guildford County College of Technology

Stoke Park, Guildford, Surrey GU1 1EZ
(Tel: Guildford 31251)

Head of Department of Social Work Studies

(Grade V)
(Appointment to commence in January 1982)
Salary: £13,914-£15,462 Plus £213 Fringe Area Allowance.
Generous relocation expenses available in approved cases.
Further details and application form from E. L. Ellison, Principal (please enclose S.A.E.).
Closing date: Friday 17th July 1981.

TESK182

CORNWALL EDUCATION COMMITTEE
CORNWALL TECHNICAL COLLEGE, REDRUTH

PRINCIPAL: DR. K. FARNELL

Applications are invited for the following posts at

Lecturer Grade I

to take up duties on the 1st September, 1981, or as soon as possible thereafter.

1) Physics: An honours graduate to teach Physics up to GCE 'A' level.
2) Sociology: An honours graduate to teach Sociology up to GCE 'A' level.
3) Economics: An honours graduate to teach Economics up to GCE 'A' level.
4) Mathematics: An honours graduate to teach Mathematics plus some elementary Physics.
5) Communications/Liberal Studies: A suitably qualified graduate to teach mainly to TEC courses.
6) Human Growth and Development and Health Education
A graduate, or equivalent, to teach on Preparatory courses for the Caring Professions.
7) Home Economist
A broadly based person with an interest in Community Care and Preparatory Courses for the Caring Professions with relevant teaching experience.
8) Lecturer Grade I/II in Electrical and Electronic Engineering
Applicants should be suitably qualified graduates or Chartered Engineers with teaching and/or industrial experience in Electronics/Control and Instrumentation.

Salary Scale: LECTURER GRADE I : £5034 - £8658
LECTURER GRADE II: £6462 - £10,431

Some of these posts may be offered on a temporary full-time basis in the first instance.
Further details and application forms may be obtained from the Principal to whom completed forms should be returned within two weeks of the appearance of this advertisement. S.A.E. please.

TESK180

Cornwall

CYNGOR SIR GWYNEDD COUNTY COUNCIL

COLEGE TECHNEGOL GWYNEDD, BANGOR

Yn eisiau erbyn Mis Medi 1981 —
DARLITHYDD GRADD II DROS DRO mewn ECONOMEG/BANCIO, BUDDSODDIAD A CHYLLID MASNACH RYNGWLADOL (Am y cyfnod Medi 1981 – Medi 1982).
Cyflog yn unol â Graddfa Addysg Bellach Burnham i Ddarlithydd II – £6,462-£10,431.
Ffurflenni cais a gwybodaeth bellach ar gael oddi wrth y Prifathro, Coleg Technegol Gwynedd, Bangor. Dyddiad cau – 10 Gorffennaf, 1981.

GWYNEDD TECHNICAL COLLEGE, BANGOR

Required for September, 1981 –
TEMPORARY LECTURER GRADE II in ECONOMICS/BANKING.
INVESTMENT AND FINANCE OF INTERNATIONAL TRADE (For the period September 1981 – September 1982).
Salary in accordance with Burnham F.E. Scale for Lecturer II – £6,462-£10,431.
Application forms and further particulars from the Principal, Gwynedd Technical College, Bangor. Closing date – 10th July, 1981.

TESK183

CORNWALL EDUCATION COMMITTEE
Mid-Cornwall College of Further Education
Palace Road, St. Austell PL25 4BW.

Acting Principal: G. S. Birkby, C.Eng., F.I.Mech.E.

Applications are invited from suitably qualified persons for the following post to take up duties on the 1st September 1981:

Lecturer Grade I

In the areas of Photography and Pottery (this post may be temporary for one year). In each area of work courses are offered up to Advanced Level and the person appointed must also be able to offer Visual Arts to a variety of vocational courses such as Hairdressers.
Salary Scale: £5034-£8658.
Further particulars and an application form may be obtained from the Acting Principal to whom it should be returned within 14 days of the appearance of this advertisement. SAE please.

TESK183

Cornwall

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ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award and subject to formal approval: LECTURER GRADE I: on an incremental scale within the range of £5034-£8658, starting point depending on qualifications, training and experience. LECTURER GRADE II: £6462-£10,431. For all posts there is an Inner London Allowance of £759.

AVERY HILL COLLEGE
Bexley Road, SE9 2PQ
TEMPORARY LECTURER II (0.5) in Youth and Community Studies required from 1st September, 1981 for one year. Applications are invited from qualified and experienced workers in the Youth and Community field.

Applications are invited for the permanent post of LECTURER II in Computing tenable from 1 September 1981. The successful applicant will contribute to teaching courses in computing to Mathematics and Science students, and give general assistance to the Mathematics Section.

Applications are also invited for the permanent post of LECTURER II in Geography tenable from 1 September 1981. The successful applicant, who should have relevant research experience, will contribute to the teaching of courses in Geography and Environmental Studies at undergraduate level, particularly in the area of Urban/Social Geography. Ability to offer either Sociology or Economics as subsidiary subjects would be an additional qualification.

Applications are also invited for the permanent post of LECTURER II in Religious Studies, with a special interest in Christian Doctrine, tenable from 1 September 1981 or as soon thereafter as possible. The successful applicant will be involved in the planning and teaching of a B.A.(Hons.) degree in Religious and Pastoral Studies. Experience and qualifications in the field of Christian-Jewish relationships would be a strong recommendation. For details and application forms for all posts may be obtained from the Principal, to whom completed forms should be returned by the date below.

HAMMERSMITH & WEST LONDON COLLEGE
Gliddon Road, Barons Court W14 9BL
... in Child Care and ... Studies required for September 1981 to teach child care, human development and community studies on courses designed for under-achieving or low-attaining young people. Applicants should be qualified teachers and preferably have experience of work in the caring services. Appointment to commence September 1981, or as soon as possible thereafter.

LECTURER I in English and Communications to teach students at a range of levels of ability within the Board of Studies of General and International Education.
Applications are invited from qualified teachers with a particular interest in developing materials for prepsratory vocational courses. The appointment to commence September 1981, or as soon as possible thereafter.
Application forms and further particulars from the Senior Administrative Officer (IKC) to be returned within two weeks from the date of advertisement.

SOUTH THAMES COLLEGE
Wandsworth High St., SW18 2PP
Dept. of Educational Resources
Post ref: DER/2-81
LECTURER II in Educational Technology required for courses up to post-graduate level. Applicants should preferably be graduates and qualified teachers with specialist qualifications in educational technology.
Application forms and further details obtainable from the Senior Administrative Officer, returnable within 14 days of appearance of advertisement. Please quote post reference number and enclose stamped addressed envelope.

WESTMINSTER COLLEGE
Battersea Park Road SW11 4JR
Dept. of General and Business Studies
Required for 1 September 1981 or as soon as possible thereafter. LECTURER GRADE I Ref GBS 2/81 to teach Business and Social Studies subjects to BEC General and GCE 'O' Level (possibly BEC National and GCE 'A' Level). Please send s.a.e. or telephone 01-720 2121 for further particulars and application form, which should be returned to the Clerk to the Governors at the above address by 6 July 1981.

TESK183

COLLS. OF F.E. continued

DORSET

SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, DT4 0DX
DEPARTMENT OF BUILDING
LECTURER (GRADE I) IN CARPENTRY AND JOINERY required from September 1981 to May 1982 for TEMPORARY appointment to teach Craft Technology, Practice and Associated subjects on CITB City of Guilds and other courses within the Department of Building.
Candidates should be willing to accept responsibility for the organisation and administration of the CITB New Pattern Carpentry and Joinery Courses. The continuation of the temporary contract may be dependent on the CITB Courses being maintained at the college.
Salary Scale: £5034 - £8658 per annum.
Further particulars are available from the Principal at the College to whom completed application forms should be returned within ten days of the appearance of the advertisement. (15059) 183-80

ENFIELD

LONDON BOROUGH OF EDUCATION DEPARTMENT
EDMONTON COLLEGE OF FURTHER EDUCATION
Montague Road, Edmonton N18 2LY
Required from September 1981, suitably qualified and experienced persons for the following posts:
G709. LECTURER I, Industrial Language Training, to work within a small unit promoting and teaching English Language and communication courses in companies, employing ethnic minority workers. Applicants should be experienced in one or more of the following: teaching English as a Second Language; training within industry; work of trade unions; adult basic education; teaching communications; course and material design.
G707. LECTURER I to Mentally Handicapped (Technical/Craft bias) to provide range of teaching determined by the learning needs of a group of ESN(M) students in a Work Preparation Unit, with a technical/craft bias.
G307. LECTURER I, Numeracy, to teach numeracy throughout the college with some basic mathematics to students on Foundation courses.
For above posts, consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
G309. TEMPORARY LECTURER I (on year only) to teach Physics to students following GCE 'O' level and Foundation Courses.
For all above posts: Salary: LECTURER I £5532 - £9156 including London Allowance.
Application forms large (foolscap s.a.e) obtainable from the Principal at the College, to be returned as soon as possible. (15081) 183-80

ESSEX

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon (Tel. 25202)
DEPARTMENT OF BUSINESS STUDIES
Required for September 1981 or January 1982.
LECTURER I in ACCOUNTS/ECONOMICS. Ability to assist with computing an advantage.
Rented accommodation may be available from the Basildon Development Corp.
Salary Scale: £5034 - £8658 (plus outer fringe allowance £213 per annum).
Application forms, to be returned by 10th July, and further details from the Principal. (15019) 183-80

GLOUCESTERSHIRE

COUNTY COUNCIL
GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
Brunswick Road Campus
DEPARTMENT OF CREATIVE AND COMMUNITY STUDIES
Urgently required from September, Lecturer Grade II in Beauty Therapy at the Brunswick Road Campus. Teaching and professional experience, together with appropriate specialist qualifications are required.
Further details and application forms available from the College Administrative Officer, Brunswick Road Campus, Brunswick Road, Gloucester, Telephone 35881. Forms to be returned within two weeks of the appearance of this advertisement. (17690) 183-80

GLOUCESTERSHIRE

COUNTY COUNCIL
GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
(The Park Campus)
DEPARTMENT OF FOOD TECHNOLOGY STUDIES
Temporary Lecturer Grade II required from 1st September for an indefinite period due to maternity leave to cover the following Hotel Catering and Institutional Management subjects:-
(A) Food and Beverage Management.
(B) Manpower and Marketing.
A suitable qualification and relevant experience in the Hotel Catering and Institutional Management Industry desirable. Salary £6,462 - £10,431 pa.
Application form and further details (enclosed SAE) from the Principal, The Park Campus, Gloucestershire College of Arts and Technology, Cheltenham GL50 2RR, to whom applications should be returned within 10 days of the appearance of this advertisement.
Canvassing will disqualify. (17691) 183-80

GLOUCESTERSHIRE

NATIONAL STAR CENTRE
Ullenwood Manor, Cheltenham
Lecturer I - Commercial Studies.
This is a specialist college providing further education for physically handicapped young people over the age of 16.
Lecturer to be responsible for developing commercial studies in pre-employment courses and for introducing courses dealing with the application of computers in commence.
Further particulars and application forms from the Vice Principal, National Star Centre for Disabled Youth, Ullenwood Manor, Cheltenham, GLoucestershire, GL53 9QU. (17689) 183-80

HAMPSHIRE

CRICKLADE COLLEGE Andover
DEPARTMENT OF MATHEMATICS
TEMPORARY LECTURER GRADE I - MATHEMATICS
Required for September 1981 a one year full-time post. The person appointed would be required to teach mathematics at all levels up to A level. Possibility of a permanent appointment for suitable candidate.
Salary: £5034 - £8658.
Apply at once with full curriculum vitae and names of two referees to the Principal, Cricklade College, Charlton Road, Andover, SP10 1EJ. All applications will be acknowledged and further details of the post sent. (16038) 183-80

GATESHEAD

METROPOLITAN BOROUGH COUNCIL
GATESHEAD TECHNICAL COLLEGE
TWO POSTS AT LECTURER 1 LEVEL IN SOCIAL AND LIFE SKILLS
These posts are available from 1 September 1981 as a result of the expansion of work in this field.
Applications are invited from suitably qualified candidates, who may be trained teachers or persons with other appropriate experience, to teach Social and Life Skills. An ability to teach in one or more of the following areas would be an added advantage.
Liberal Studies, English, Dressmaking, Cookery, Social Science and Science subjects.
Further details and application forms can be obtained from the Principal, Gateshead Technical College, Durham Road, Gateshead, NE9 5BN to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (15509) 183-80

GUERNSEY

STATES EDUCATION COUNCIL
GUERNSEY COLLEGE OF FURTHER EDUCATION
Applications are invited from suitable qualified and experienced persons for the following post, duties to commence 1st September 1981 if possible.
LECTURER IN SECRETARIAL STUDIES GRADE I
Applicants should have appropriate qualifications and good commercial experience. Teaching experience, or teacher training essential. Subjects taught include typewriting, audio-typewriting, shorthand and office practice.
Salary in accordance with Burnham Scales for Colleges of Further Education. Married teachers fares and removal expenses may be paid.
Application forms and further details of the post may be obtained on receipt of a self addressed Unstamped foolscap envelope from the Director of Education, P.O. Box 32, Guernsey, C.I. to whom they should be returned as soon as possible. (15083) 183-80

HAMPSHIRE

THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Havant
Required for 1st September 1981. Post 13 LECTURER GRADE 1 in SECRETARIAL STUDIES (temporary for one year).
Applicants should be experienced in Shorthand, Typewriting, Audio work and Office Practice for YOPS, TOPS and Foundation courses. Ability to offer other subjects would be an advantage.
Salary scale: £5034 - £8658 per annum.
For further details and application form, please send a stamped foolscap s.a.e. to The Principal, The South Downs College, of F.E., College Road, Havant, Hants. PO7 8AA Tel: Waterlooville 57011. Closing date for the receipt of completed application forms is Monday, 6th July 1981. (16073) 183-80

HAVERING

LONDON BOROUGH OF HAVERING TECHNICAL COLLEGE
Applications are invited for the post of Lecturer Grade 1 in BUSINESS STUDIES. Interest in business applications of micro computers to teach two subjects such as Business Statistics, Data Processing and Economics for BEC General and National courses.
Salary: £5,832 - £9,156 per annum inclusive.
Send stamp for further particulars to Principal, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL and return forms by 10 July 1981. (15018) 183-80

HEREFORD & WORCESTER
COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

Department of General Studies and Art
Lecturer Grade II - Social Work and General Education

Applications are invited for the above post, to commence 1st September 1981. The post involves responsibility for Social Work teaching in the Department and assistance with other areas of general or adult education provision.

Applicants must possess a C.Q.S.W. or C.S.S. qualification or have an appropriate Residential Care Certificate together with relevant Social Work experience.

Salary: Lecturer Grade II Scale - £6462 - £10,431; (position on scale dependent upon experience and qualifications).

Further details and an application form can be obtained from: The Principal, Worcester Technical college, Deansway, Worcester, WR1 2JF, upon receipt of a stamped-addressed envelope. (16934) 183-80

KENT

COUNTY COUNCIL
Education Committee
MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
Office and Distributive Studies Department
APPOINTMENT OF LECTURER GRADE II
Applications are invited for the appointment of a Lecturer Grade II in the Office and Distibutive Studies Department at the Rochester Centre of the College. The successful applicant will be required to teach the full range of secretarial skills starting as soon as possible.
Salary Scale: £6,462 - £10,431.
Further details and an application form are available from The Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ to whom completed applications should be returned by Friday, 17 July 1981.
CANVASSING WILL DISQUALIFY.
LECTURER II IN ACCOUNTING
Applications are invited for the above post, tenable from 1 September 1981, or as soon as possible thereafter, to teach taxation and/or auditing up to final professional level, and on a range of other advanced courses.
Application forms and further details are available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent (Tel 0634-41001) to whom completed forms should be returned by Friday 17 July 1981.
Salary Scale: £6,462 - £10,431.
THANET TECHNICAL COLLEGE
Applications are invited for the following post, duties to commence from 1st September, 1981. Salary scale: £5,034 - £8,658.
Lecturer I in the Department of Business and General Studies to teach Economics, Government and Politics and related subjects up to G.C.E. 'A' and B.E.C. National levels.
Application forms and further details may be obtained from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent, CT10 1PN, by whom applications must be received not later than Wednesday, 8th July 1981. (16100) 183-80

CYNGOR SIR GWYNEDD COUNTY COUNCIL

COLEG TECHNEGOL GWYNEDD, BANGOR
BANGOR

Yn eisiau ar gyfer 1 Medi, 1981, neu cyn gynted ag sy'n bosibl wedi hynny: —
DARLITHYDD GRADDFA II mewn PEIRIANNEG CYNHYRCHU i ddysgu rheolaeth a thechnoleg dulliau cynhyrchu. Dylai ymgeiswyr fod yn Raddedigion Proffadol neu'n Beirianwyr Gynhyrchu Siartredig.
DARLITHYDD GRADDFA II mewn ECONOMEG Y CARTREF.
Cyflog yn unol â Graddfa A.B. Burnham i Ddarlithwyr II — £6,462-£10,431.
Ffurflenni cais a manylion pellach gan y Pennaeth, Coleg Technegol Gwynedd, Bangor. Dyddiad cau — 6 Gorffennaf, 1981.

GWYNEDD TECHNICAL COLLEGE, BANGOR
Required for 1 September, 1981, or as soon as possible thereafter: —
LECTURER GRADE II in PRODUCTION ENGINEERING to teach the control and technology of manufacturing processes. Applicants should be experienced Graduates or Chartered Production Engineers.
LECTURER GRADE II in HOME ECONOMICS
Salary in accordance with Burnham F.E. Scale fo Lecturer II — £6,462-£10,431.
Application forms and further particulars from the Principal, Gwynedd Technical College, Bangor. Closing date — 6th July, 1981.

TESK183

METROPOLITAN BOROUGH OF ROTHERHAM
Department of Education

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY

VICE-PRINCIPAL (ACADEMIC)

Applications are invited for this new post from 1st January, 1982. The College, formed from the merger of the College of Technology, College of Arts and Community Studies and Adult Education in Central Rotherham, is a Group VII establishment. The College will offer a particularly wide range of courses in the departments of Business Studies, Creative Studies, General Education, Mechanical Engineering and Building, Mining and Electrical Engineering, Science and Materials, Social and Community Education.

Salary: £16,890 p.a. Closing date: 14th July, 1981.

Further details and application form obtainable from the Director of Education, Education Offices, Rawmarsh Road, Rotherham S60 1QT. (Tel: Rotherham 2121 ext. 3227) B. W. ELLIS, DIRECTOR OF PERSONNEL RESOURCES.

TESK183

Humberside County Council
Hull College of Further Education
Principal: A. Tuck, BSc, C.Eng, MIEE, MIERE

Lecturer I
(Two Posts)

A. DEPARTMENT OF BUSINESS STUDIES
Required to teach two or more areas from the Organisation in its Environment, Local Government/Public Administration subjects, World of Work, Business Calculations and General Commercial subjects.

B. DEPARTMENT OF CONSTRUCTION AND BUILDING SERVICES
Required in Decorative and Industrial Painting to teach up to and including Advanced Craft Certificate CGLI No. 504. The ability to offer Vehicle Painting will be an advantage.
The person appointed will be required to teach on the traditional courses for apprentice craftsmen and on the Manpower Services Commission's Work Introduction courses for unemployed young people.
Applicants should be suitably qualified and have had good industrial experience. Teacher training and/or teaching experience will be an advantage. The posts is available from 1st September 1981.
Salary Lecturer I £5,034-£8,658 per annum. Starting point on the salary scale depends upon age, qualifications and experience.
Application forms and further particulars are available from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull HU1 3DG. Tel: (0482) 29943 ext. 236. Closing date 6th July 1981.

TESK183

hcfe Hull College of Further Education

COLLS OF F.E.
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE

Department of Business & Professional Studies

LECTURER GRADE II in LAW

Required as soon as possible to teach General Principles and Business Law to a range of courses from BEC General to BEC Higher National and Professional Accountancy.

The ability to offer Government, Company Law or Taxation would be advantageous.

Applicants should be solicitors, barristers or have a degree in Law and preferably should have teaching experience.

Salary within the scale: £6,462 - £10,431.

Further details and application form available from The Director, North Worcestershire College, School Drive, Stratford Road, Bromsgrove, Worcs. B60 1BB (Tel: 0527 76474). (18930) 183-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

KIDDERMINSTER COLLEGE OF FURTHER EDUCATION
Hoo Road, Kidderminster, Worcs.

Principal: W. J. Cotterell, B.Sc.(Eng.), C.Eng., M.I.E.E., A.R.T.C.S.

SCHOOL OF ART AND DESIGN

LECTURER GRADE I IN HAIRDRESSING, MANICURE AND MAKE-UP

Applications are invited for the above post to commence 1st September, 1981.

Applicants should hold the Advanced Level City and Guilds Certificate together with suitable industrial experience in the Hairdressing Craft. The ability to teach manicure and make-up is essential.

Possession of a teaching qualification would be advantageous.

Salary scale: Lecturer Grade I: £5,034 - £8,658.

For further details and application form, please contact the Principal, Kidderminster College of Further Education, Hoo Road, Kidderminster. Closing date for applications will be 10th July 1981. (18895) 183-80

HERTFORDSHIRE

ST ALBANS COLLEGE
29 Hatfield Road, St Albans, Herts
(Tel: 60423)

LECTURER I in TELECOMMUNICATION/ELECTRICAL ENGINEERING (Salary scale £5034 - £8658 +£213 area weighting) required from September 1981 to teach TEC and electrical craft students. Applicants should have an HNC or Full Tech Certificate in appropriate subjects together with suitable industrial experience. A teaching certificate and experience are desirable.

Further details and application form are available from the principal to whom they should be returned by 10 July 1981. (18889) 183-80

HERTFORDSHIRE

DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts
DEPARTMENT OF ADULT EDUCATION
LECTURER I IN HOME ECONOMICS

Qualified teacher to teach cookery to mainly adult groups and full-time students from other departments of the College. A person versatile in approach and subject areas of cookery teaching preferred.

It is proposed to base the lecturer at Parkfield Adult Education Centre, Potters Bar, with some time spent at the College, Elstree Way, Borehamwood.

Forms and further details from the Principal at the above address (telephone: Welwyn Garden 26318, ext 21). (15331) 183-80

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE COLLEGE
Monkswood Way, Stevenage, Herts. SG1 1LA

LECTURER GRADE 1 in BUSINESS STUDIES
With particular reference to Accounting and/or Economics

Applications are invited from suitably qualified persons for the above post, which is tenable from 1st September 1981 or as soon as possible thereafter.

Further details and application forms, which should be returned within fourteen days, are available from the Principal. (15124) 183-80

KINGSTON

KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey, KT1 2AQ

Principal Lecturer in Accounting/Deputy Head of Department.

Required for 1st September or, as soon as possible.

Applications are invited from suitably qualified and experienced Accountants for the above post. Applicants should be able to teach within the areas of Managerial Accounting and Business Finance, and also have an interest in one of the following:- Tax, Public Sector, Accounting, Auditing, Quantitative Methods. The successful candidate will be involved in teaching Professional Accounting courses at all levels and also in a substantial BEC National programme. Applicants should have extensive and relevant experience in Further Education/Higher Education and be professionally qualified. Possession of an appropriate degree would be an added advantage. Post No. T/81/7.

Salary scale £11,298 to £12,591 (bar) £14,238 plus Outer London Allowance of £498 per annum.

Completed application form to be returned to the College by 30th June 1981.

Lecturer I in Child Education (NNEB)

Required from 1st September 1981.

To teach Child Education to NNEB Certificate Courses.

Applicants should be qualified Nursery Infant Teachers. Preference given to those who have taught Nursery Nurse students. Post No. T/81/9.

Salary scale Lecturer I £5,034 to £8,658 plus Outer London Allowance of £498 per annum.

Lecturer I in Chemistry and General Science.

Required for 1st September 1981.

Applicants are invited to teach Chemistry in all branches and at any level up to GCE (Advanced) and level III of Technician Certificate courses, and to teach General Science to City and Guilds students. Previous teaching experience would be an advantage. Post No. T/81/8.

Salary scale Lecturer I £5,034 to £8,658 plus Outer London Allowance of £498 per annum.

Assistance with removal expenses available in approved cases for all above posts.

Please apply in writing to the Principal quoting post number for full particulars and application form (enclosing a large stamped addressed envelope). (92510) 183-80

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

1st September 1981
LECTURER I
£5034 - £8658

To teach on in-service courses for Social workers. Social qualification desirable: experience in residential or day care advantage.

Forms available from and returnable to The Principal, Burnley College of Arts and Technology, Ormerod Road, Burnley BB11 2RX; s.a.e. please. Closing date: 6th July 1981. (16028) 183-80

LEICESTERSHIRE

WIGSTON COLLEGE OF FURTHER EDUCATION
Station Road, Wigston, Leicester

LECTURER I - BUSINESS STUDIES - required 1st September 1981 to teach Accounts and Economics on BEC National and General courses. Knowledge of Data Processing with teaching an advantage but not essential.

Further details on receipt of s.a.e. Applications (no forms), stating age, qualifications and experience together with the names of three referees to the Principal within 14 days. (16032) 183-80

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION
Lecturer Grade 1 in General and Communication Studies required for 1st September 1981.
Full details and application forms obtainable from The Principal, Stamford College for Further Education, Drift Road, Stamford, Lincs. PE9 1XA. (Telephone: Stamford 4141). (14384) 183-80

LANCASHIRE

ROCHDALE TECHNICAL COLLEGE

Required for 1st September 1981 LI in CATERING subjects to C. & G. 706/2 level.

Completed application forms (obtainable with further information), and should be returned to The Principal, Rochdale Technical College, St. Mary's Gate, Rochdale, by 10th July, 1981. (15268) 183-80

LEICESTERSHIRE

WIGSTON COLLEGE OF FURTHER EDUCATION
Station Road, Wigston, Leicester.

LECTURER I - DEPARTMENT OF SOCIAL STUDIES AND SCIENCE - required as soon as possible to teach Chemistry to 'A' level on TEC Courses and Medical Science to Pre-Nursing and Medical Secretarial Students.

Further details on receipt of s.a.e. Applications (no forms) stating age, qualifications and experience together with the names of three referees to the Principal within 14 days. (16031) 183-80

LINCOLNSHIRE

GRANTHAM COLLEGE FOR FURTHER EDUCATION
Stonebridge Road, Grantham Lincs
Telephone: 0476 3141
Applications are invited for the following posts to commence 1 September 1981 or as soon as possible thereafter.

LECTURER 1 IN ELECTRICAL ENGINEERING.
Applicants should be holders of HNC or equivalent (FTC) to teach both practical and theory subjects to day and block release electrical installation craft students.
Teaching experience is desirable.

LECTURER I IN PSYCHOLOGY AND SOCIAL CARE
The post involves teaching Psychology at 'O' and 'A' level and some involvement with Social Care Courses.
Applicants should be graduates preferably with teaching experience.
Application forms and further details may be obtained from the Principal and should be returned within 14 days of the appearance of this advertisement. (14383) 183-80

LIVERPOOL

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR

1. Head of Department of Scientific, General & Communication Studies Grade IV.

Applicants must have graduate or professional qualifications in an appropriate field with substantial experience in further education. Energy, enthusiasm, management ability & a thorough understanding of technician & craft education & training requirements for the 16 - 20 age group are essential.

2. *Lecturer I Department of Electronic & Radio Engineering.*

Should be professionally or technically qualified & experienced to contribute towards the range of TEC Certificate, Diploma & Higher Certificate courses and/or statutory certificates. The ability to offer some specialisation in digital electronics or computers or broadcast systems or marine communications or radar is expected. Teacher training advantageous.

Forms available from (SAE) & returnable to the Principal by 10 July. (18891) 183-80

LONDON

NATIONAL BUREAU FOR HANDICAPPED STUDENTS
(in conjunction with the BFSS)

Training for teachers of the handicapped in further education
RESEARCH OFFICER
(part-time)

Applications are invited for a part-time post to evaluate the training received by teachers in F.E. responsible for teaching handicapped young people.

The research is being funded by the British and Foreign School Society and will run for 18 months part-time (0.5) commencing September 1981.

The successful candidate is likely to have experience of teaching at F.E. level and will have teaching qualifications and/or experience in teaching handicapped young people.

Further details from NBHS, 40 Brunswick Square, London WC1N 1AZ. Closing date: 17 July 1981. (16043) 183-80

MERTON

LONDON BOROUGH OF MERTON TECHNICAL COLLEGE
LECTURER GRADE 1 FOR PHYSICS AND MATHEMATICS required to teach up to G.C.E. 'A' Level in the Department of General Education and Science.
Salary: Burnham Scale, Lecturer 1: £5,034 to £8,658 per annum plus £759 per annum London Allowance.
Further details and application form available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within two weeks. (17845) 183-80

MERTON

LONDON BOROUGH OF MERTON TECHNICAL COLLEGE
LECTURER I IN BUSINESS STUDIES
Applications are invited for the above post to be filled from 1st September, 1981. Applicants should be familiar with Business Education Council courses and able to teach at least two modules at General/National Level. Preference will be given to those who can teach the Business in its Environment modules.
Salary: Burnham Lecturer I Scale, £5034 - £8658, plus £759 per annum London Allowance.
Further details and application form from Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within ten days.
Richard Davies, B.A., Director of Education and Clerk to the Governors. (15218) 183-80

MERTON

LONDON BOROUGH OF MERTON TECHNICAL COLLEGE
LECTURER I/II IN MOTOR CYCLE ENGINEERING
Applications are invited for the above post to be filled from 1st September 1981.
Salary: Burnham Lecturer I/II Scale: £5,034 to £10,431 per annum plus £759 p.a. London Allowance.
Further details and application form available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within two weeks. (17846) 183-80

MERTON

LONDON BOROUGH OF MERTON TECHNICAL COLLEGE
LECTURERS I IN SECRETARIAL SUBJECTS
Applications are invited for a number of LI posts in the Department of Business Studies and Management to be filled from 1st September 1981. Candidates must be able to teach shorthand (2000), typewriting, office practice and office machines and, if necessary, be prepared to learn word processing.
Salary: Burnham Lecturer I Scale, £5034 - £8658, plus £759 per annum London Allowance.
Further details and application form from Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within ten days.
Richard Davies, B.A., Director of Education and Clerk to the Governors. (15219) 183-80

NORTH YORKSHIRE

COUNTY COUNCIL
SELBY COLLEGE OF FURTHER EDUCATION
Tutor-Organiser for Adult Education on Grade 1 Lecturer scale required by Selby College of Further Education for September 1981.
Applicants should be qualified to teach either Business Studies or Domestic Science or Textile Crafts.
Application forms and further particulars may be obtained by sending a large stamped addressed envelope to: The Principal, Selby College of Further Education, New Lane, Selby, YO8 0QB, and should be returned by 6th July 1981. (17876) 183-80

NORTHAMPTONSHIRE

TRESHAM COLLEGE
Required for a fixed term from 1 September - 31 December 1981.
LECTURER IN BUSINESS STUDIES.
To teach Business Studies subjects, mainly to adults on retraining courses, at the Corby Centre.
Salary pro rata to the annual scale £5034 - £8658, point of entry being determined by qualifications and experience.
Further details and an application form from The Principal, Tresham College, St. Mary's Road, Kettering, Northamptonshire. Telephone Kettering 85355. (15098) 183-80

NOTTINGHAMSHIRE
COUNTY COUNCIL

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION

LECTURER Grade 1
£5034 - £8658

COMPUTING

Required for 1st September, 1981, or as soon as possible thereafter to teach on a wide variety of professional and general courses. Relevant industrial experience and ability to offer at least two programming languages essential.

Entry point on the salary scale according to qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Digby Avenue, Mapperley, Nottingham, NG3 6DR, telephone: (0602) 876503. Closing date 10th July, 1981. (17980) 183-80

ROTHERHAM

METROPOLITAN BOROUGH OF DEPARTMENT OF EDUCATION
ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Required for Autumn Term 1981 only, TEMPORARY FULL-TIME LECTURER 1, to act as Course Tutor for the Occupational Selection Course for unemployed young people at the College, and to teach Social and Life Skills to other similar groups. Further details available from the Principal, telephone Rotherham 874310.
Salary: L.1 Scale (pro-rata) £5034 - £8658 p.a.
Closing date: 10th July, 1981.
Applications by letter, giving full details of current post, past employment, qualifications and names/addresses of two referees to the Principal, Rockingham College of F.E., Wath-upon-Dearne, Rotherham S63 6PX.
B. W Ellis, Director of Personnel Resources. (16081) 183-80

SHROPSHIRE

WALKER TECHNICAL COLLEGE

LECTURER I

Required to teach general science to students attending hairdressing, beauty therapy, pre-nursing, social care and foundation courses.

Salary: £5034 - £8658.

Further details and application forms available from the Principal, Walker Technical College, Haybridge Road, Wellington, Telford, TF1 2NP upon receipt of SAE. (15354) 183-80

SOUTH TYNESIDE

BOROUGH COUNCIL
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND MODERN STUDIES
Applications are invited from suitably qualified candidates for the following posts:-
LECTURER GRADE II IN ENGLISH AND COMMUNICATIONS
The Lecturer appointed will be responsible for the organisation of the teaching of English on G.C.E. 'A' and 'O' Levels and 'People and Communications' on BEC General and National Courses.
LECTURER GRADE II IN BUSINESS STUDIES
The Lecturer appointed will be expected to assist in the teaching of Accounts, Data Processing and Clerical Procedures. Recent experience in the commercial use of computer systems and a teaching qualification would be an advantage.
Application forms may be obtained from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear, NE34 6ET, by sending a stamped addressed envelope.
Completed forms be returned to the Principal as soon as possible. (15084) 183-80

STAFFORDSHIRE

EDUCATION COMMITTEE
STOKE-ON-TRENT CAULDON COLLEGE OF FURTHER EDUCATION
LECTURER 1 IN HOTEL ADMINISTRATION
LECTURER 1 IN DRAMA/ORAL COMMUNICATIONS
£5,034 - £8,658 per annum
Application forms and further particulars in respect of the above two posts are available from the Vice-Principal, Stoke-on-Trent Cauldon College of Further Education, Stoke Road, Shelton, Stoke-on-Trent. ST4

SUFFOLK

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION
Out Risbygate, Bury St. Edmunds IP33 3RL
Tel: 5656.9
Required for September 1981
LECTURER GRADE I IN COMMUNITY AND GENERAL STUDIES
The post involves teaching on the City and Guilds Foundation Courses in Community Care, together with contributions to the Life and Social Skills Programme of the MSC Work Introduction Courses and to General Studies teaching throughout the College.
Candidates should, preferably, be qualified teachers with qualifications and/or experience in one of the social/caring/professions.
Further information and application forms available from the Principal: please enclose a stamped addressed envelope. Completed forms should be returned within 10 days of the appearance of this advertisement. (15231) 183-80

SUFFOLK

COUNTY COUNCIL
LOWESTOFT COLLEGE OF FURTHER EDUCATION
SCHOOL OF ART
Required 1st September 1981, LECTURER I in GRAPHIC DESIGN. Applicants should be well qualified to teach Typographical and Editorial Design on existing Vocational and proposed DATEC Courses.
Duties will involve liaison with industry and include some tutorial work.
Salary - Burnham Teachers in F.E. Establishments Lecturer I £4,683 - £8,085 starting point dependent on age and qualifications.
Further particulars and Application Form may be obtained from The Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk, NR32 2NB (s.a.e. please).
Closing date for receipt of applications two weeks after the appearance of this advertisement. (15243) 183-80

SURREY

EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey
DEPARTMENT OF COMMERCIAL AND SECRETARIAL STUDIES
LECTURER I - LAW
Graduate (M/F) preferably with teacher training for Law subjects on BEC, Secretarial and GCE Courses.
LECTURER 1 - GEOGRAPHY/GEOLOGY
Graduate preferably with teacher training for GCE 'A' and 'O' level teaching.
Salary Scale: Lecturer 1: £5034 - £8659 p.a. plus £213 London Fringe Area Allowance p.a.
Generous relocation expenses in approved cases.
Further details and application form from the Principal to be returned by MONDAY 6TH JULY, 1981. (17863) 183-80

WEST SUSSEX

WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing.
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
Post 1 - SENIOR LECTURER in Business and Management Studies to teach at least two of the following subjects to BEC Higher and Professional Final Level: Accounting, Public Administration, Economics, Office Administration and Data Processing and to be part of team for wide range of management courses.
Post 2 - LECTURER GRADE 1 in Business Studies to teach Principles of Accounts on GCE and BEC courses and to assist with Elements of Statistics, Data Processing or Administration in Business (Re-advertisement).
Salary scales: Senior Lecturer £9634, £11328, £12141.
Lecturer 1 £5034 - £8658.
Starting point dependent upon qualifications, training and experience.
Further particulars and application form obtainable from the Principal (large s.a.e.). Closing date 14 days after appearance of advertisement. (15513) 183-80

WILTSHIRE

THE COLLEGE
Swindon.
Applications are invited for the post of: LECTURER GRADE I to teach Ladies Hairdressing to City and Guilds 760 Pt1 and Pt11 students, and to assist with the teaching of Beauty Therapy classes.
Applicants should have professional qualifications and teaching experience.
Application forms and further details (returnable within 14 days of date of advertisement) are obtainable on receipt of s.a.e. from The Principal, The College, Regent Circus, Swindon. (15299) 183-80

WILTSHIRE

CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD
DEPARTMENT OF CREATIVE ART & COMMUNICATION STUDIES
Lecturer Grade 1 (temporary for 1 year) required from 1st August, 1981 to be responsible for life and social skills for Y.O.P.S.
Application forms and further details from the Clerk to the Governors, telephone Chippenham 50501 extension 27. (15298) 183-80

WOLVERHAMPTON
METROPOLITAN BOROUGH OF

BILSTON COLLEGE OF FURTHER EDUCATION
Westfield Road, Bilston, West Midlands WV14 6ER
Tel: Bilston 42871

Principal: J INCH BA (Hons) FGS FRGS

DEPARTMENT OF BUSINESS & SCIENTIFIC STUDIES

Lecturer II in Business Studies required to teach Accounting Data processing and Quantitative Elements on BEC and related courses. Salary:- £6,462 - £10,431.

Lecturer 1 required to teach Mathematics and Physics. Salary:- £5,034 - £8,658.

Application forms and further particulars may be obtained from the Principal at the above address. Completed applications should be returned to the Principal no later than 14 days from the appearance of this advertisement. (16078) 183-80

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

WAKEFIELD DISTRICT COLLEGE
Margaret Street, Wakefield, WF1 2DH

LECTURER 1 in MANAGEMENT STUDIES
(£5034 - £8658)

Required for 1st September, 1981, to work with a highly successful team of specialists providing a wide range of Supervisory and Management courses. He/she will be a graduate or hold a management qualification of similar standing, preferably be teacher trained and capable of demonstrating knowledge and competence in modern management teaching and learning techniques. Additionally a sound knowledge of current supervisory and management practice and current legislation is required, ideally with relevant experience in industry or administration.

Candidates should apply by letter which must contain a curriculum vitae and the names and addresses of two referees.

For further particulars please contact the College or telephone Wakefield 70501 or Wakefield 70211, Ext. 5058. All applications must be received by 8 July, 1981. (15097) 183-80

Colleges and Departments of Art

BROMLEY

LONDON BOROUGH OF RAVENSBOURNE COLLEGE OF ART & DESIGN
SCHOOL OF FINE ART
PRINT STUDIO ASSISTANT
This is a new post and the main responsibility will be to assist staff and students in the print making workshops.
Salary (under review) on Technical Officer Scale 2 currently £5,073 - £5,631 including London Weighting.
Further details and application form from The Registrar, Ravensbourne School of Art and Design, Walden Road, Chislehurst, Kent BR7 5SN. Tel: 01-468 7071. (15016) 183-80

SUFFOLK

SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

Applications invited for the post of LECTURER GRADE 2 in DESIGN (3 DIMENSIONAL).

Applicants should be appropriately qualified and experienced in exhibition, interior, and scenic design (theatre, TV & Film). Teaching experience an advantage.

Starting salary within the scale £6462 to £10431 per annum.

Further details and application form available from the Principal, Rope Walk, Ipswich, IP4 1LT, to whom completed forms should be returned by 10th July, 1981. Please quote post number 4.63 and enclose stamped addressed envelope. (16137) 183-80

CROYDON COLLEGE
Fairfield, Croydon, CR9 1DX

Applications are invited from suitably qualified persons for the following teaching post, duties to commence 1st September 1981, or as soon as possible thereafter.

SCHOOL OF BUSINESS, MANAGEMENT & APPLIED SOCIAL STUDIES

LECTURER GRADE I SECRETARIAL STUDIES

The appointee will be qualified professionally both as a teacher and in secretarial subjects and have had commercial experience. An ability to teach in a wide range of secretarial courses is required and applicants should be able to offer ancillary subjects as well as shorthand, typewriting and office practice. An ideal post for the younger person.

The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present:—

Lecturer I £5,532 - £9,156

which includes the London Area Allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.

Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

TESK183

CLEVELAND COUNTY COUNCIL

Cleveland College of Art & Design

VICE PRINCIPAL

Salary £14,403 (As at 1st April 1981)

Applications are invited for this newly established post in a leading Art College. Proven administrative experience will be essential together with a knowledge of both the Vocational Art & Design Sector and the general context of developments in Further Education.

Application forms and further details may be obtained from: The County Education Officer, Education Offices, Woodlands Road, Middlesbrough TS1 3BN. (Telephone (0642) 248155 ext 3055) and should be returned to him by no later than Wednesday 15th July, 1981.

TESL161

COLLEGES OF ART
continued

WILTSHIRE
COUNTY COUNCIL

SALISBURY COLLEGE OF ART
Department of Fine Art and Graphics.

LECTURER GRADE II IN GRAPHIC DESIGN
LECTURER GRADE I IN GRAPHIC DESIGN

Required for September 1981 or as soon as possible thereafter. The College wishes to appoint well-trained, experienced Graphic Designers with a commitment to teaching towards development of the newly established DATEC Diploma courses at Higher and Lower Level.

Salary: Lecturer Grade II from £6,462 to £10,431 pa.

Salary: Lecturer Grade I from £5,034 to £8,658 pa.

Further particulars and all other details are available from The Clerk to the Governors, College of Art, Southampton Road, Salisbury, Wiltshire, SP1 2LW. (15534) 183-80

Universities

BOTSWANA

UNIVERSITY COLLEGE

Applications are invited for the following posts:

1. LECTURER IN ENGLISH AND STUDY SKILLS. Candidates should hold at least Master's degree in English Language preferably with a qualification in the Teaching of English as a Foreign Language or Teaching of English to Speakers of other Languages and a diploma in Education. Language skills include Library skills, reading and learning techniques and note-making. The appointee will be expected to take part in the administration of the course, selection of students, career guidance and counselling. Candidates with teaching experience at Secondary school level will be given preference.

2. LECTURER IN EDUCATIONAL RESOURCES. Candidates should have at least a Master's degree in the media-related profession together with teaching experience in Audio Visual Aids and Communication. Emphasis is on management of Personnel and media; servicing of AV equipment, micro teaching experience, preparation and use of teaching resources, reprographic services and TV studio.

Salary Scales: Senior Lecturer P 10,372 - 12,804 pa. Lecturer P 7,312 - 11,604 pa (£1 sterling equals P 1.79). It is unlikely that the British Government will provide salary supplementation. Two-year contract (renewable); contract addition; family passages; baggage allowance gratuity; assistance with accommodation, hard furniture provided.

Detailed applications (2 copies), including a curriculum vitae and naming 3 referees, should be sent to the Registrar, University College, Botswana, Private Bag 0022, Gaborone, Botswana, to arrive no later than 30 July 1981.

Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 90/91 Tottenham Court Road, London, W1P 0DT. Further details are available from either address. (15024) 211-80

PAPUA NEW GUINEA

UNIVERSITY OF PAPUA NEW GUINEA

GOROKA TEACHERS' COLLEGE

Applications are invited for the post of SENIOR LECTURER/LECTURER/SENIOR TUTOR IN TECHNICAL TEACHER EDUCATION tenable as soon as possible. Applicants should have a degree or degree-level professional qualification in a technological field and a professional qualification in education. They should have relevant industrial experience, teaching experience in technical subjects (preferably in technical college or similar institution), and preferably experience in teaching in a developing country and/or teacher education. The college's main function is the training of high-school teachers. However, are also trained there, and the appointee's responsibilities will probably be almost exclusively in this field. He/she will be responsible for teaching the technical teaching method and Mathematics components of the technical teacher education course to a wide variety of tradesmen and technicians. Where possible technical support will be given to provide specialist inputs to the various trades as required. The appointee will also need to possess qualities of adaptability and initiative in order to develop the scope of the course and its support elements. The ability to cope with limited resources and handle contacts with a wide range of government personnel is essential.

Salaries: Senior Lecturer K 17,185 pa. Lecturer I/Senior Tutor II K 15,045 pa. Lecturer I/Senior Tutor I K 14,135 pa. (£1 sterling equals K 1.39). Three-year contract; gratuity; support for approved research; rent-free accommodation; family passages; baggage allowance; leave fares after 18 months service; education subsidies; salary continuation scheme to cover extended illness or disability. Applicants who wish to arrange secondment from their home institutions will be welcomed.

Detailed applications (2 copies), including a curriculum vitae, a recent small photograph and naming 3 referees, should be sent to the Assistant Secretary (Staffing), University of Papua New Guinea, Box 4820, University P.O., Papua New Guinea, to arrive no later than 23 July 1981.

Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 90/91 Tottenham Court Road, London, W1P 0DT. Further details are available from either address. 211-80

KENYA

KENYATTA UNIVERSITY COLLEGE

Applications are invited for the post of LECTURER IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT. Applicants should have a Ph.D or equivalent in any of the areas of Curriculum Development, Educational Administration, Education Planning and Economics of Education. Experience in research and teaching at University level will be an advantage. Duties will include teaching at both undergraduate and post-graduate levels, research, supervision of Masters and Doctoral Students, supervision of students teachers and participation in other educational activities of the Faculty of Education.

Salary Scale: K£ 2,340 - 3,900 pa (K£1 equals £1.11 sterling). The British Government may provide salary supplementation in range £4,572 - 7,428 pa (sterling) (reviewed annually - normally tax-free) and associated benefits.

Family passages; subsidised housing; SSSF or FSSU; non-contributory medical aid scheme.

Detailed applications (2 copies), including a curriculum vitae and naming 3 referees, should be sent to the Registrar, Kenyatta University College, PO Box 43844, Nairobi, Kenya, to arrive no later than 31 July 1981. Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 90/91 Tottenham Court Road, London W1P 0DT.

Further details are available from either address. (15025) 211-80

LEICESTERSHIRE

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Temporary Lectureships in Education

(i) Teaching of English as a Foreign Language.

Applications are invited from suitably qualified graduates for a two-year temporary Lectureship in the Teaching of English as a Foreign Language. The Lecturer will have special responsibilities for the teaching, to Diploma level, of Saudi Arabian teachers of English who will be undertaking a two-year full-time course at the School of Education.

Starting date 1 October 1981, or as soon afterwards as possible.

(ii) In-Service Education of Teachers (School Organisation and Management).

Applications are invited from suitably qualified graduates for a three-year temporary Lectureship in the newly established Centre for Evaluation & Development in Teacher Education within the School of Education. The appointment will run from 1 September 1981 or as soon afterwards as possible. The Centre, under the direction of Dr. Pat Ashton, has been funded by the Department of Education & Science to develop the work of the IT-INSET Project which promoted and evaluated a school-focused pattern of combined initial and in-service training. The duties of the Lecturer will be to maintain the progress of the project through consultancy, and to promote its dissemination and evaluation. Candidates should have a range of teaching experience, including involvement in in-service education, and the ability to contribute to the specialist fields of School Organisation and Management will be an advantage.

Salaries on Scale £6,070 to £12,860.

Application forms and further details can be obtained from the Registrar, University of Leicester, University Road, Leicester, LE1 7RH, to whom completed forms should be returned by 17 July, 1981. (17694) 211-80

NORWICH

UNIVERSITY OF EAST ANGLIA
Norwich

Applications are invited for the temporary post of English language teacher with the UEA Overseas Student Programmes.

Applicants should have a TEFL qualification, experience of teaching university level students at intermediate level and above, and good knowledge of study skills. Research interests in the field would be within the range £5550 - £6070 p.a.

Applications (one copy only) giving full particulars of age, qualifications and experience together with the names of two referees should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ, within 14 days of the publication of this notice. No forms of application are issued. In naming referees you are particularly requested to give only the names of those who can immediately be approached. (14373) 211-80

Fellowships Studentships and Research Awards

OXFORDSHIRE

PEMBROKE COLLEGE
Oxford
Invites applications for a Schoolmaster/Schoolmistress Studentship tenable at the College in Trinity Term 1982. The Student will reside in College as a member of the Senior Common Room in order to pursue the study of his/her subject.
Intending candidates should write for particulars to: The Senior Tutor, Pembroke College, Oxford OX1 1DW.
The closing date for applications is 30th September 1981. (17868) 219-80

Colleges of Higher Education

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
TEMPORARY LECTURER 1 IN COMMUNICATIONS/ELECTRONIC ENGINEERING effective from 1 September 1981 to 31 August 1982.
Further details and application forms are available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH.
Closing date for completed application forms is Wednesday 8th July 1981. (17866) 227-80

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
LECTURER 1 IN MECHANICAL ENGINEERING
Applications are invited for a post as Lecturer 1 in Mechanical Engineering with effect from 1 September 1981.
Applicants should be qualified to at least Technician Engineer level and preferably as Graduate/Chartered Engineers.
Application forms and further details available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH. (17867) 227-80

CANTERBURY

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Required for September 1981 or as soon as possible afterwards Lecturer II/Senior Lecturer in Mathematical Education.
Applicants should be well qualified and experienced in the teaching of Mathematics in Primary and/or Secondary Schools. The work includes a substantial proportion of in-service training.
Salary: Lecturer II/Senior Lecturer £6,462 - £12,141 p.a.
The college offers BA, B.Ed and B.Sc degrees, PGCE, advanced Diplomas and Higher Degrees in Education.
For further details please write to Mrs. Jean Long, college Secretary to whom applications should be sent as soon as possible and not later than 15 July. (15208) 227-80

ESSEX

COUNTY COUNCIL
CHELMER INSTITUTE OF HIGHER EDUCATION

FACULTY OF CONSTRUCTION
LECTURER II required in the Department of Construction Practice for September 1981 or as soon as possible thereafter, to be responsible for the Technician Education Council Diplomas in Building and Civil Engineering, and to teach Construction Technology as the main subject. The ability to offer Measurement or Surveying as a subsidiary subject would be an advantage.
Candidates must as a minimum be qualified as a High Technician or equivalent. Those with graduate or equivalent qualifications would have the opportunity to teach in the Higher Education Division of the Faculty.
Salary: Lecturer II £6462 - £10431 per annum.
Application forms and further details available from the Institute Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford, CM1 1LL, to whom applications should be returned not later than 14 days from the date of this advertisement.
Telephone Chelmsford 354491 Ext 221. (15210) 227-80

ESSEX

COUNTY COUNCIL
CHELMER INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF APPLIED SOCIAL SCIENCES
LECTURER GRADE ONE
Required for September 1st 1981 in the Department of Applied Social Sciences.
Applicants should be capable of contributing to the teaching of Communication and General Studies on a variety of courses, including TEC and higher TEC. In addition, it is expected the person appointed would contribute to the teaching of Communication Studies - including Study Skills - on advanced courses including degrees offered in the Institute.
Familiarity with teaching a variety of student groups including mature students would be an advantage.
SALARY LECTURER I £5,034 - £8,658 per annum.
Application forms and further details available from: The Institute Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford, CM1 1LL, to whom applications should be returned not later than 14 days from the date of this advertisement.
Telephone Chelmsford 354491 Extension 221. (15246) 227-80

KINGSTON

KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ.

DEPARTMENT OF BUSINESS STUDIES

PRINCIPAL LECTURER IN ACCOUNTING/DEPUTY HEAD OF DEPARTMENT

Post No. T/81/7.

Required for 1st September or as soon as possible thereafter.

Applications are invited from suitably qualified and experienced Accountants for the above post. Applicants should be able to teach within the areas of Managerial Accounting and Business Finance, and also have an interest in one of the following:- Tax, Public Sector Accounting, Auditing, Quantitative Methods. The successful candidate will be involved in teaching Professional Accounting courses at all levels and also in a substantial BEC National programme. Applicants should have extensive and relevant experience in further Education/Higher Education and be professionally qualified. Possession of an appropriate degree would be an added advantage.

Salary scale £11,298 to £12,591 (bar) £14,238 plus Outer London Allowance of £498 per annum.

Further details and application forms (returnable by 30th June at the latest) may be obtained from the Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey, KT1 2AQ. Telephone number 01-546 2151 Ext. 216. (17889) 227-80

ESSEX

CHELMER INSTITUTE OF HIGHER EDUCATION
FACULTY OF EDUCATION, ARTS AND HUMANITIES
Sawyers Hall Lane, Brentwood, Essex
LII/SL Educational Management and Administration
Required from January 1982 or earlier, to teach management and administration of Education at degree and diploma levels on existing teacher training programmes and to take a major more in curriculum development in this area. Some management experience at school or college level is desirable and applicants should also possess a higher degree in an appropriate discipline. A major involvement will be with in-service activities and applicants must also be prepared to initiate short course programmes.
Previous applicants will be considered without re-application.
SALARY LECTURER II - £6,462 - £10,431.
SALARY LECTURER SL £9,624 - £11,328.
Application forms and further details available from: The Institute Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford CM1 1LL, to whom applications should be returned not later than 3 weeks from the date of this advertisement.
Telephone Chelmsford 354491 Extension 221. (15247) 227-80

Adult Education

BRIGHTON

FRIENDS CENTRE
Brighton.
PRINCIPAL
The Friends Centre, an independent adult education centre under the care of the Society of Friends, seeks a new Principal from 1 January 1982.
The Centre has 68,000 student hours per year; a strong programme of extra-mural work, a particular interest in work with the retired, and a range of full and part-time courses in basic education. The Principal is responsible to the Centre Committee for the overall direction and development of the Centre.
We are looking for someone, sympathetic to Friends, with experience and commitment to adult education, who has energy, imagination, flair, the tenacity to negotiate grants in a time of cuts, and who likes to work co-operatively. Experience of basic education would be an advantage.
The appointment will be made on the Burnham F.E. Head of Department 2 Scale, £10,797 - £12,186.
Details can be obtained from A. Dennis Forster, Chairman, Friends Centre, Ship Street, Brighton BN1 1AF.
Closing date for applications 17 July. (13470) 251-80

ENFIELD

LONDON BOROUGH OF EDMONTON COLLEGE
London N.18
LECTURER I, Industrial Language Training.
See under Colleges of Further Education, other Appointments. (15251) 251-80

LEICESTERSHIRE

QUORN, THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE

(A Leicestershire Plan 14 - 18 Upper School and Community College)

PRINCIPAL

GROUP 15 (Plus community allowance of £1789 p.a.)

Please see Secondary Headships. (14397) 251-80

LEICESTERSHIRE

HUNCOTE COUNTY PRIMARY SCHOOL AND COMMUNITY CENTRE
Denman Lane, Huncote, Leicester, LE9 6AL

HEAD/WARDEN - GROUP 5
Plus Community Education Allowance

Please see Primary Education Headships. (14291) 251-80

OXFORDSHIRE
COUNTY COUNCIL

OXFORDSHIRE FEDERATION OF YOUNG FARMERS' CLUBS

COUNTY ORGANISER
Salary: Burnham Lecturer I (7/10 pro rata: i.e. £3,523 - £6,060)

J.N.C. (Youth) Conditions of Service

This interesting post is concerned with administering and developing the County Federation. It is part-time, based on 7 sessions a week, including evenings and some weekends. Applicants should be 25+years, and be able to provide transport for which an essential car allowance is payable. Youth work or teaching qualifications are an advantage.

Application forms and further details from Further Education Division, Education Department, Macclesfield House, New Road, Oxford OX1 1NA (Stamped addressed envelope required). Tel: Oxford: 815814. Closing date: within 14 days of the appearance of this advertisement. (15888) 251-80

Community Homes and Associated Institutions

LONDON

CHILD DEVELOPMENT VISITOR
Norwood's work with mentally handicapped children has considerably expanded and this is an opportunity for a person, with experience in working with young mentally handicapped children and their families to join our Team. Knowledge of early education intervention would be an asset.
Salary within the scale £5,553 to £6,988, per annum (under review) plus qualification allowance. Point of entry negotiable, contributory Pension Scheme, mileage allowance and supportive administrative team.
Please apply in writing, giving details of age, experience and qualifications to: Executive Director, Norwood, 315/317 Ballards Lane, London N12 8LH. Telephone 01 446 4271. (15337) 265-80

EDUCATION DEPARTMENT
H.M. Prison, Cookham, Wood, Rochester
Appointment of

Lecturer Grade 1

Applications are invited from men and women with teaching qualifications and suitable experience for the full-time post of Lecturer. The post to be filled from 1st September 1981 or as soon as possible after that date. Salary: Burnham Further Education Lecturer Grade 1 Scale (£5,034-£8,658).

Application form and further particulars (enclose S.A.E.) obtainable from the County Education Officer, (Ref T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 15th July 1981.

TESR251

KENT COUNTY COUNCIL

GWENT COLLEGE OF HIGHER EDUCATION

LECTURER 2/SL

In First School Education

(3-8 years)

Salary: £6,462-£11,328 (bar) £12,141

Applications are invited from suitably qualified and experienced candidates for the above post. The appointment will be made from 1 January 1982, at a point on the L2/SL scale according to qualifications and experience.

For further details and application forms apply to:
College Secretary,
Gwent College of Higher Education,
College Crescent,
Caerleon, Newport, Gwent, NP6 1XJ.

Application forms to be returned within 14 days of the appearance of this advertisement.

TESP227

St Mary's College
Strawberry Hill

ST MARY'S COLLEGE,
Strawberry Hill,
Twickenham TW1 4SX

This is a Catholic college of higher education with 1,100 students (mixed). It offers internal B.A., B.Sc., B.H. and B.Ed. degrees of the University of London at Honours level.

Lecturer II/ Senior Lecturer in Movement Studies

Applications are invited from suitably qualified graduates. Candidates must be able to contribute to one or more of the following theoretical areas offered by the Department of Movement Studies:

(a) Sport Psychology; (b) Sport Sociology; (c) Bio-mechanics; (d) The Professional Preparation of Teachers.

A higher degree and research experience would be a considerable advantage as would the ability to contribute to the practical work of the Department. Teaching experience would be desirable but not essential. The appointment will commence on either 1st September 1981, or 1st January 1982. (This post is additional to the one recently advertised.) The salary will be in accordance with Burnham Further Education Scales plus London Allowance.

Further details from the Principal to whom applications (there are no official forms) should be sent together with the names of three referees to arrive not later than 10th July 1981, and addressed to The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4SX.

TESP227

Youth and Community Service

BIRMINGHAM
DISTRICT COUNCIL
EDUCATION DEPARTMENT
SENIOR NEIGHBOURHOOD YOUTH AND COMMUNITY WORKER
Holyhead

J.N.C. 3d: £7,365 - £8,971
Re-advertisement: previous applicants need not re-apply.

To assist the Community Education and Recreation Officer who is responsible to the Principal of the Aston and Handsworth Institute for adult education, youth and community work in the Holyhead neighbourhood, which is part of the multi-racial area of Handsworth.

For application form and further details write, enclosing a stamped, addressed envelope, to: The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham, B3 3BU, quoting reference number AEY/6JW/9422.

Closing date: Monday, 13th July 1981. Canvassing will disqualify.

There is a scheme for assistance with removal expenses. (15275) 301-80

BUCKINGHAMSHIRE
COUNTY COUNCIL
Education Department
YOUTH AND COMMUNITY SERVICE
THE GEORGE AMEY CENTRE, Milton Keynes
J.N.C. Range 3L: £6,741 - £7,378.
The Council invites applications for a YOUTH WORKER at the above Centre. The Centre is owned by the Buckinghamshire Association of Boys' Clubs, to which the worker will be seconded.

The main aim of the Centre is to promote adventure activities for young people.

Application forms and further details can be obtained from the Chief Education Officer, County Hall, Aylesbury, Bucks, HP20 1UZ. (15257) 301-80

CAMBRIDGESHIRE
CAMBRIDGE AREA
SENIOR COMMUNITY EDUCATION OFFICER
SOHAM VILLAGE COLLEGE

Applications are invited for the above post to take effect from January 1982 or earlier if possible. It is hoped to appoint to this post an experienced and enthusiastic tutor who can give positive leadership in the whole field of community education. It may be possible to make available an unfurnished three bedroom house at reasonable rental. Salary, Burnham F.E. Lecturer Grade II.

Application by letter, quoting the names and addresses of two referees should be sent to the Warden, Soham Village College, Sandbridgeache, (Ely 720559) from whom further details may be obtained. (15351) 301-80

DERBYSHIRE
SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby, DE2 3AR
Tel: 769174
SCALE 1

A teacher is required for 1st September to assist in the Remedial Department. There is the possibility that a special Class Allowance could be awarded to a suitably qualified experienced teacher. The post could interest teachers whose training or experience may have been in Primary Education. (17795) 301-80

GLOUCESTERSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION

APPLICATIONS are invited from suitably qualified persons for the following posts:-

DISTRICT YOUTH WORKER
JNC Range 3 (plus 3 - 7) £7155 to £7995

WARDEN/LEADERS (2 posts)
Brockworth Youth Centre, Gloucester
Tetbury Youth Centre
JNC Scale 2 £5448 to £6942

YOUTH WORKER
Matson/Barton Youth Centre, Gloucester
Some work in multi-racial post with ethnic minority groups.
JNC Scale 2 £5448 to £6942

Further details and application forms from the Chief Education Officer, (Staffing Room 123) Shire Hall, Gloucester.

Closing date within 14 days of the appearance of this advertisement. (15271) 301-80

LEICESTERSHIRE
GROBY COMMUNITY COLLEGE
Ratby Road, Groby, Leicester

In the Leicestershire plan for the organisation of secondary education for 14 - 18

Roll 820
SCALE ONE

Required August, qualified teacher (subject specialism is material, but if newly qualified, some previous experience with adolescents preferred) for work with small groups on alternative, community orientated curriculum. Burnham (Primary and Secondary) Scale. Details (SAE) from Registrar (CDI).

Further details from the Head (by immediately) (no forms) with full particulars and names and addresses of two referees. (15416) 301-80

LIVERPOOL
LONGREACH YOUTH CENTRE
WARDEN

Applications are invited for the post of Warden at Longreach Youth Centre situated in a corporation Housing Estate on the eastern boundary of the City.

Salary & conditions in accordance with the J.N.C. for Youth Leaders & Community Workers Scale 3(1) £7342 - £8136 (Qualified) £2906 - £4425 (Unqualified).

Forms & further details available from (SAE) returnable to the Area Community Education Officer, 648 Prescot Road, Liverpool L13 5XE by 10 July 1981. (15893) 301-80

NEWCASTLE
BRUNSWICK METHODIST CHURCH
Newcastle upon Tyne
YOUTH WORKER

This is a new appointment in a city centre church which has been restructured to provide a wide range of ministries.

The worker will be a member of a team and will share with the senior youth worker in the development of work with young people in the city centre.

Qualifications and Conditions: as JNC.

Salary: as Scale 11 points 1 - 9. £5448 - £6845

Application Forms and Job Specifications etc. from: Revs. D. L. Clark, Brunswick Methodist Church, Brunswick Place, Newcastle upon Tyne NE1 7BJ.

Closing date for application: 22nd July, 1981. (14379) 301-80

PORTSMOUTH
CITY OF
SENIOR ASSISTANT - PLAY AND YOUTH PROVISION
SO1 (£7023 - £8158)

With initiative, ideas and imagination to consolidate and develop the City Council's provision for children and young people in partnership with the local community. Sound practical experience relevant to adventure playgrounds, playschemes and youth activities centres is essential. This is a key post within the Community Provision Section offering an interesting but demanding work situation with scope for advancement.

A casual car user allowance is payable. Assistance of up to £1000 removal expenses in approved cases. Closing date 15th July 1981.

Application forms and job description available from the DIRECTOR OF LEISURE SERVICES, Guildhall, Portsmouth, PO1 2AD. Telephone Portsmouth 824187. Please quote Post Number 697. (15235) 301-80

SHEFFIELD
EDUCATION DEPARTMENT
Youth Service
FULL-TIME ASSISTANT YOUTH WORKER
HURLFIELD YOUTH CENTRE

Applications are invited from suitably qualified persons. In-Service training and supervision are available to persons appointed to develop a full range of youth work skills.

Salary Scale: J.N.C. 1 - £4983 - £6353.

Application forms and further details (quoting reference 3/81) from Education Officer (Ref. EE/EJS), P.O. Box 67, Leopold Street, Sheffield. S1 1RF and should be returned with the minimum of delay. (15332) 301-80

SOLIHULL
EDUCATION COMMITTEE
YOUTH AND COMMUNITY WORK
KINGSHURST YOUTH AND COMMUNITY CENTRE

Applications are invited from qualified and experienced Youth and Community Workers for the above post. The Centre's programme includes day and evening use of wide ranging facilities which include lounge areas, workshops, games room and a purpose-built theatre.

Salary will be in accordance with J.N.C. Scales for qualified Youth and Community Workers, Scale 2 (Points 1 - 5), starting point according to experience.

Further particulars and application forms (please enclose S.A.E.) from the Director of Education, P.O. Box 30, Council House, Solihull, West Midlands B91 3QU. For informal discussions regarding this post, please telephone Mr. Lewis, 021-705 6911 (ext. 2).

Closing date: 13th July 1981. (15343) 301-80

WIGAN
METROPOLITAN BOROUGH
Education Committee - Youth Service
YOUTH WORKER
Salary within Range 3 of JNC

A suitably qualified and experienced Youth Worker or Teacher who will have a special responsibility in assisting the co-ordination of measures for the young unemployed in the Wigan Authority.

Further particulars and application form may be obtained from the Director of Education, Gateway House, Standishgate, Wigan WN1 1XL.

Closing date for receipt of application 20th July, 1981. Ref A36. (15464) 301-80

Overseas Appointments

ATHENS
TWO GRADUATES required to teach English as a foreign Language in private Greek School in Athens. Starting 1st October 1981. 30,000 Drs per Month.

Letter of application, c.v. and telephone number to Box No. 7628 K184 The Times WC1X 8EZ. (15188) 311-80

BELGIUM
Elementary teacher with music ability needed by small international school. Good pay and conditions. Interviews in London mid July.

Send full details to the Headmaster, International School of Liege, Jean Louis Philippart 7 Xhovemont, 4000 Liege, Belgium. (15105) 311-80

COPENHAGEN
E.F.L. DENMARK
Qualified and experienced E.F.L. teachers required by Denmark's largest E.F.L. adult education institution to teach classes from pre-intermediate to Cambridge Proficiency level.

Renewable contracts for period October to May. Guaranteed minimum of 15 teaching hours per week with net wage of approximately £8 per hour.

Further details and application forms from CAMBRIDGE HOUSE, TUTE (Denmark), Skovlegade 2, 1156, Copenhagen K. (143385) 311-80

CURRENT VACANCIES
EFL summer courses July only in Wales starting Sept/Oct EFL in Spain and Sicily. Junior English, 12+ plus German or French; cy to Alton Agency 5 Copyhold Street, Alton, Hants (also Salford, details SAE) (15468) 311-80

GREECE
Qualified English Teachers to work in Athens October 81 to May 82.

Apply inclding C.V. and photo to Mrs. K. Papaioseef, Evripidou 7, Nikaroas, Athens, Greece. (14572) 311-80

GREECE
T.E.F.L. in small private school. Oct. '81 - June '82.

Mrs P. Agapa Koulaema, Othonos 27, Lemio, Greece. (15118) 311-80

ITALY
Men/Women with leaving Certificate to teach English available from September/October

Apply to: International School, 83 Via Berardi, 74100 Taranto (Italy). (14374) 311-80

ITALY
Qualified, experienced TEACHERS required for EFL posts in Italy. Knowledge of Italian and TEFL qualification an advantage. Commence mid-September.

Information, brochure etc. from Miss Lee Hughes, 26 Cranbrook Rd., London W.4. Tel. 01-995 1966. (14567) 311-80

ITALY
Large school of English as a Foreign Language using English Teaching Theatre, requires EFL graduates. Applicants should have a degree or Teaching Certificate, relevant experience teaching English to foreign students, some knowledge of Italian, and the International Baccalaureate English teaching diploma.

Salary: 4,000,000. Italian lire net for eight months contract. Residence: free lessons, subsidised accommodation; water, gas and electricity bills, insurance paid from Italy.

Interviews will be held in London from August 10th to August 15th.

Please apply with C.V., photo and two references to: The Director, Lord Byron College, via Pescara 108, Bari, Italy. (15869) 311-80

ITALY
ANGLO ITALIAN ASSOCIATION
Bologna.
Experienced and qualified E.F.L. teachers required for academic year 1981-82. British and Irish nationals only. 8 month contracts.

Apply including C.V. and photograph, telephone number, name of two referees and copies of two certificates or TEFL certificate to: The Director of Studies, British Institute, Via Santo Stefano 39, 40125 BOLOGNA - ITALY. (14447) 311-80

JAMAICA
Wanted for 1st September, 1981. Graduate Teacher for the following subject:

Geography/Geology.

Apply immediately to: The Principal, Clarendon College, Thicket P.O. Jamaica, W.I. forwarding the names of two (2) Referees. (15869) 311-80

TEACHING APPOINTMENTS OVERSEAS

We have immediate vacancies for qualified English Language teachers in our Technical Training Institute, situated close to Muscat, in the Sultanate of Oman.

Ideally applicants should hold a TEFL Certificate gained by completion of a long-term course. Alternatively, several years experience of teaching English as a Foreign language with use of language laboratory equipment.

Conditions of service include attractive salary and bonus (normally tax-free), free bachelor accommodation and a high standard of catering, free medical attention and personal accident insurance plus entitlement to U.K. leave with free air passages to and from Heathrow at the end of each academic term.

To apply for these positions please write to:
The Company Personnel Manager
at the address below.

TESY311

Airwork Limited Bournemouth—Hurn Airport, Christchurch, Dorset BH23 6EB

ELT Teacher Trainers Middle East

Teacher trainers experienced in the EFL field are required immediately by English Language Teaching for the Arab World: Oxford University Press (ELTA/OUP).

ELTA/OUP is a jointly owned publishing company producing teaching materials based on communicative syllabuses which are widely used in Government intermediate and secondary schools in the Middle East.

The task of the teacher trainers is to respond to Government requests for assistance with teacher training programmes as well as to initiate such programmes.

Experience in teacher training is obviously essential for these positions and a post-graduate qualification in Applied Linguistics would be an advantage. Preferred age late 20s - early 30s. Applications welcome from single people or married teaching couples.

The successful candidates will be based in Kuwait, Bahrain, Oman, and Yemen. Attractive salary and benefits including free accommodation. One or two year contracts, initially.

Please write briefly, stating availability date and current salary and attaching c.v. to, Mr D. C. Moody, UK Personnel Director, Oxford University Press, Walton Street, Oxford. (Telephone Oxford 56767).

English Language Teaching for the Arab World
Oxford University Press

OVERSEAS
continued

KENYA
NAIROBI ACADEMY (KENYA)
STAFF VACANCIES with occur in January 1982 for:

Music teacher: recorder & choir essential. English/French useful. Also experienced to A Level G.C.E. Mathematics/Science graduates, interested to A Level G.C.E. Experienced Prep. School teacher for upper school.

Apply write for detailed information to: The Headmaster, 1 Park Rd., Harrogate. (140851) 311-80

International Manarat Schools of Saudi Arabia in Jeddah Riyadh and Dahran Dammam

Manarat International Schools, Saudi Arabia, offer contracts for the academic year "August" 1401/1402 Hijl. 1981/82 A.D. to teachers with British qualifications and experience in the U.K. – Priority will be given to married couples.

Our needs include:

1. Class teachers for Primary School.
2. Subject teachers with adequate experience in teaching Science, Maths, Social Studies and English Lang in Primary and Secondary Schools.

Therefore please send as soon as possible a detailed curriculum vitae plus photo copies of your qualifications and certificates and telephone number to Mr Ahmed el-Shawi.

For further details and application forms please contact: Mr Ahmed el-Shawi, 29 Belgrave Square, London SW1X 8QB. Telephone: 01-722 2320.

Interviews to be held in London on Saturday and Sunday 18th and 19th July, 1981. TESY311

THE MINISTRY OF EDUCATION
State of Qatar
has the following vacancies for experts specialised in educational fields: as for the Arab residents:
FIRSTLY

Educational Evaluation Expert

1. Qualifications:
(a) The applicant for this post should hold P.H.D.in tests and evaluation, obtained from a recognised Arab or foreign University.
(b) The applicant should speak and write both English and Arabic fluently.
2. Practical Experience:
(a) Not less than five years practical experience in a field closely connected with evaluation and tests in General Education following the last academic qualification obtained.
(b) The applicant should be experienced for not less than three years, in teaching educational evaluation in an accredited University.
(c) Preference will be given to applicant with Published Researches in this field. The application should be accompanied by non-returnable photostat copies of all relevant certificates and Researches.

SECONDLY

EDUCATIONAL PLANNING EXPERT

1. Qualifications
(a) The applicant for this post should hold PH.D. in educational Planning, obtained from a recognised Arab or foreign University.
(b) The applicant should speak and write both English and Arabic fluently.
2. Practical Experience
(a) Not less than Five years experience in the field of Supervising Educational Planning in general education, following the last academic qualification obtained by the applicant.
(b) The applicant should be experienced for not less than three years, in teaching educational Planning in an accredited University.
(c) Preference will be given to applicant with Published Researches and books in this field. Application should be accompanied by non-returnable photostat copies of relevant certificates and Researches.

General Conditions:
1. The grade offered to these posts — is Grade 2/Cycle One.
2. The monthly salary ranges from QRS.7600 to QRS.8600 and the basic salary will be QRS.7600,- and annual allowance of QRS.200 per month. A loan of QRS.15,000 in advance to purchase a Car and to be repaid by monthly reasonable instalments is given by the Government in addition, a Transportation Allowance of QRS.600 per month is given per month.
3. Free Government Air-conditioned accommodation supplied with Water and Electricity to be provided to family in Qatar (According rules.)
4. Return Air tickets (Economy) for the employee, wife and three children under 18, will be given yearly from the place of contract to the location of work and vice versa.
5. Free Medical Treatment is provided for candidate and members of his family living in Qatar.
6. All applications should be addressed to:

The Undersecretary of the Ministry of Education,
P.O. Box 80,
Doha – Qatar,

and be received within a month from the date of publication of this advertisement.

The applicant should mention in his application full name, nationality, date of birth, religion, qualifications, experience, address, (married/single) address, telephone number (if available).

Two recent photograph of the applicant should be attached, with non-returnable photostat copies of all relevant certificates and published Researches. In the corner of the envelope, the applicant should write the phrase *"An application"* — *"An application"* not conforming with these conditions will not be considered.

TESY311

NAIROBI
KENTON COLLEGE BOYS BOARDING PREPARATORY SCHOOL
With a strong Christian traditional Religious foundation, we require a qualified teacher for English up to G.C.E. scholarship level. Ability to do some French and other subjects and assist with games etc. would help, and personal cover provided.

Applications with C.V., photographs and names of two referees to Headmaster, P.O. Box 30017, Nairobi, Kenya. (15538) 311-80

CHRISTIAN TEACHERS needed for Secondary Schools in Africa and New Guinea. Challenging work. Voluntary terms. Write: Missionary Movement, Shanley Lane, Claygate, Surrey, Tel. 01-398 6041. (00681) 311-80

Teachers experienced in English as a Foreign Language needed now!

Have you just returned from teaching abroad? If so, why not go to Malaysia with the Centre for British Teachers after a summer break. This is the third year of the Centre's contract with the Malaysian Government and we are now recruiting 50 teachers to join the 140 already teaching English in Lower Secondary Schools.

Working in Malaysia you will enjoy a pleasant life style. Most of the posts this year are on the mainland East Coast or south in the state of Johore. You will have the opportunity to improve your professional skills in Lower Secondary syllabus and are working closely with Malaysian colleagues to develop this. The Centre arranges conferences and seminars on professional topics and publishes a newsletter full of teaching ideas.

The Centre also provides a total plan of support which is available when you need it

- A full Briefing in Britain for teachers and their families.
- A 6-week Orientation Course in Malaysia, including Intensive tuition in Bahasa, and detailed guidance on social and professional conduct in the country.
- An extensive welfare network including help with finding accommodation, medical benefits and regular social meetings of Centre teachers.
- Payment of fares, family and baggage allowances.
- Resettlement advice at the end of the contract

CONTRACTS: Contracts run from 1 November 1981 until 31 December 1982, with the option to terminate in December 1982

SALARIES: Attractive salaries in a country which offers a good standard of living. A gratuity amounts of 2 months salary for every year's service completed is payable at the end of the contract

QUALIFICATIONS: Applicants should be:
- A University graduate
- A post-graduate teaching qualification
- A minimum of 3 years' TEFL experience, or 5 years' teaching of which 2 should be in TEFL

If you have these qualifications, write or telephone for an application form and further details to:
The Centre for British Teachers (TM7), Quality House, Quality Court, Chancery Lane, London WC2A 1HP.
Tel: 01-242 2982.

CBT

Key English Language Teaching Scheme.

THE BRITISH COUNCIL

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in Key posts in 40 countries.

INDONESIA
Co-Director
Language Centre, Hasanuddin University, Ujang Pandang
Reference: 81 K 31

The job: To design materials for English in other faculties, to run orientation courses for the University's ELT staff in order to introduce new materials and generally upgrade teaching proficiency; to train staff from other Indonesian universities; to prepare materials for language laboratory and self-access purposes; to provide entry and exit tests for the university's own courses.

Qualifications: Candidates, preferably aged 30-45, must be UK citizens with a British Educational background. They should have a first degree, plus an MA/MSc in Applied Linguistics or a one year University Diploma in TEFL. Five years relevant teaching experience in intensive EFL overseas is essential.

Salary: £11,542-£13,827 per annum.

SENEGAL
Lecturer/Teacher (Specialist in Audio-Visual Aids and Material Production), British Senegalese Institute, Dakar
Reference: 81 K 24

The job: To plan, write and coordinate ESP courses and new Senegalese examination courses; to produce new written and audio-visual materials for general courses; to prepare teachers in-service materials; to supervise maintenance of audio-visual equipment and to teach for a minimum of 10 hours a week.

Qualifications: Degree or equivalent; teaching qualification including TEFL or equivalent qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 3 years' relevant experience overseas including ESP, AVA and materials production. French essential.

Candidates must be UK citizens with British educational background.

Salary: £9482-£10,717 per annum.

ZAMBIA
Adviser in Primary English, Curriculum Development Centre, Education Services Centre, Lusaka
Reference: 81 K 30

The job: To evaluate and revise the Zambian Primary Course English component and develop new instructional material for the revised course in accordance with the recommendations of the Zambian Educational Reforms document.

Qualifications: Candidates, preferably age 35-60, must be UK citizens with a British Educational background. They should have a first degree, preferably in English or a Foreign Language, plus an MA in Applied Linguistics or a one year University Diploma in TEFL. 5 years TESL/TEFL experience overseas including African and some at Primary level.

Salary: £11,128-£13,827 per annum.

Benefits: Essential for all KELT posts: Salary and allowances free of UK income tax variables overseas allowance according to marital status and salary level; free family passages; children's educational allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Starting date: September 1981.

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TESY311

HOW TO DO IT IN THE ARMY

LESOTHO
MACHABENG (INTERNATIONAL) HIGH SCHOOL
Maseru, Lesotho.
Requires for August 1981, a fully qualified Science Graduate Teacher in this expanding International day school (36 nationalities) of 1,200 pupils in the capital of Lesotho.

Contracts 2 years renewable. Remainder invited if mid-term. Salary in the range £7009 - £8065 plus Rand per annum depending upon qualifications and experience.

Applications and photograph with full CV and references to: The Headmaster, Machabeng High School, Box 1070, Maseru 100, Lesotho to arrive no later than 15 July. Interviews will be held in London in July. (15383) 311-80

DUBAI COLLEGE
International Secondary School
London Board O and A Level Centre,
British School, 350 pupils, 11 - 18 yrs.
The following posts are offered for September 1981:

Assistant Staff Piano, class music, chorus. Excellent opportunities in comprehensive, co-ed school.

CHEMISTRY Asst. Traditional course to A level with some general science.

HISTORY Asst. and Head. Euro-pean/UK course with practical and local project work.

MATHS Asst. To A level. NMC Course. Computer experience.

Applicants should be single, or married couples aged 25 - 35 with UK qualifications and good level of English and clean conditions, free flights and housing.

Interviews to be held in London. Send CV with names and addresses of referees should be addressed to: The Private Bag, Crescent, Hants. Interviews will be held in London on 16th July. (15035) 311-80

WEST GERMANY
PITMAN SCHOOL OF ENGLISH
Stuttgart

Experienced and qualified teacher of English as a Foreign Language required for this full time post, which forms part of the International Pitman Training Company. Interest in and experience of, teaching business and commercial English essential plus good working knowledge of German.

Appointment of teacher from August 1981 or possibly later. Early salary progression to Senior Teacher possible.

Applications immediately to: Mrs. J. Hamilton, Director, Pitman School of English, Stuttgart 1, Christophstrasse 4, West Germany. Telephone 0711/24 10 11. (15874) 311-80

Mathematics Teacher wanted - Interested in Computer Studies. Competitive salary. Experience with international students necessary. Computers, O-Levels, mixed-ability teaching. Overseas.

Apply via express mail to: Hollins School, 46 Hampstead Way, Hampstead or call (0481 888 3058. (15404) 311-80

Teaching posts in good language school starting late September. Applications welcome. Attractive summer posts also available.

For information send c.v. and photo immediately to: CAP Ltd., 21 Oxford Circus Avenue, London, W1N 9HA. (15487) 311-80

LESOTHO
MACHABENG (INTERNATIONAL) HIGH SCHOOL
Maseru, Lesotho.
Requires for August 1981, a fully qualified Science Graduate Teacher in this expanding International day school (36 nationalities) of 1,200 pupils in the capital of Lesotho.

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Teaching posts in good language school starting late September. Applications welcome. Attractive summer posts also available.

For information send c.v. and photo immediately to: CAP Ltd., 21 Oxford Circus Avenue, London, W1N 9HA. (15487) 311-80

SAUDI ARABIA
ELT Teachers with very thorough experience required for September 1981 start in Government Institute for adults in Jeddah, Saudi Arabia. Excellent salaries linked to grade of post. Paid annual leave. Experience is more important.

Written details of curriculum Vitae in Saudi Arabia Embassy, 30 Belgrave Square, London, S.W.1., marking envelope with 'Teacher Application'. (17853) 311-80

SPAIN
Malaga
The Colegio Alemen (English Section) requires for September 1981 start in Government Institute for adults in Jeddah, Saudi Arabia. Excellent salaries linked to grade of post. Paid annual leave. Experience is more important.

Written details of curriculum Vitae in Saudi Arabia Embassy, 30 Belgrave Square, London, S.W.1., marking envelope with 'Teacher Application'. (17853) 311-80

SPAIN
Malaga
The Colegio Alemen (English Section) requires for September 1981 start in Government Institute for adults in Jeddah, Saudi Arabia. Excellent salaries linked to grade of post. Paid annual leave. Experience is more important.

Written details of curriculum Vitae in Saudi Arabia Embassy, 30 Belgrave Square, London, S.W.1., marking envelope with 'Teacher Application'. (17853) 311-80

SPAIN
International College Spain. Malaga requires Maths teacher to 18 subsidiary level. History/Psychology teacher to 18 higher level. Maths/Games to prep. Teaching experience abroad. Interviews in London 14/15 July.

Send c.v. and references to Box 1C5, Council of Europe Publications, 18 Claremont Road, Surbiton, Surrey KT6 4QR. Telephone 01-390 0077. (15108) 311-80

TEFL COURSES
One week residential courses at 53 Marine Parade, Lancaster (from 19th July & 16th August) cost £160 plus VAT, including full board.

Candidates should possess degree or teaching certificate or comparable qualification.

Good prospect of employment after the course in one of our 160 language schools abroad.

For further details please write briefly, (A) Referring to this advertisement, and (B) enclosing a first or second class postage stamp (International reply coupon or foreign stamp if abroad) but please not a stamped addressed envelope. To: Inlingua Teacher Service, Dept. TES, PO Box 154, Canterbury, CT1 1XZ. We regret we are unable to deal with telephone enquiries or personal callers. (15338) 311-80

THAILAND
Student Teaching - Thailand 1.9.81. Males 20/21 years. Essential subjects Maths, Physics, Chemistry at A level.

Enquiries: Middle Woodford 211. (15429) 311-80

TURKEY
Teaching posts in good language school starting late September. Applications welcome. Summer posts also available.

For information send c.v. and photo immediately to Cra Dil, 37 Milford Caddesi, Buren, Turkey. (15479) 311-80

UNITED ARAB EMIRATES
ST MARY'S CATHOLIC HIGH SCHOOL
Dubai

A large multi-racial school with children aged 5 - 18 (G.C.E. A level course required for the post of single female teacher of Travel Maths. Accommodation and flights provided with modest but adequate salary. Committed Roman Catholics given preference.

Letters of application and C.V. with names and addresses of 2 referees should be addressed to: The Private Bag, Crescent, Hants. Interviews will be held in London on 16th July. (15035) 311-80

WEST GERMANY
PITMAN SCHOOL OF ENGLISH
Stuttgart

Experienced and qualified teacher of English as a Foreign Language required for this full time post, which forms part of the International Pitman Training Company. Interest in and experience of, teaching business and commercial English essential plus good working knowledge of German.

Appointment of teacher from August 1981 or possibly later. Early salary progression to Senior Teacher possible.

Applications immediately to: Mrs. J. Hamilton, Director, Pitman School of English, Stuttgart 1, Christophstrasse 4, West Germany. Telephone 0711/24 10 11. (15874) 311-80

AYCLIFFE SCHOOL
REGIONAL CHILDREN'S CENTRE

SECOND DEPUTY

Applications are invited from suitably qualified and experienced persons for this post to start in September, 1981 or as soon as possible thereafter. Aycliffe is the regional centre for the assessment and treatment of disordered youngsters, serving the northern quarter of the country.

The Second Deputy will join a professional, multi-disciplinary team responsible for all aspects of the work of the School and initially work in the Training School. There are excellent opportunities for research, training and personal development in a complex, pioneering centre.

The post is residential. Married or single accommodation is available at the national rates. Salary scale £9,360 to £11,142 per annum.

Applications, giving full details of qualifications and experience and names of three referees should reach the Principal, Aycliffe School, Copelaw, Aycliffe, Co. Durham, not later than 6th July 1981. TESW281

LEEDS CITY COUNCIL
DEPARTMENT OF SOCIAL SERVICE

SECOND DEPUTY
(Education)

(Ref: TES/413)

THORP ARCH GRANGE COMMUNITY HOME SCHOOL
Boston Spa, Wetherby

JNC 4 £9968-£12,294

The Department has three home/schools for boys and Thorp Arch provides 76 junior places. Boys with problems of deprivation are admitted from the Yorkshire region with the majority from Leeds. The school has developed individual care and educational programmes and the successful candidate will be encouraged in furthering educational practice within the school and maintain existing good relationships with professional colleagues in the Education Advisory Service.

A teaching qualification and experience in a senior post are essential. The post is resident or non-resident in accordance with individual circumstances.

Informal enquiries to: Mr. R. Allen Tel: 0937 832540.

Application forms by writing, enclosing SAE, to Director of Social Services, Selectapost 8, Merrion House, 110 Merrion Centre, Leeds LS2 8QA.

Closing date: 14 days after appearance of this advert. TESS280

Youth and Community Service

Community Liaison Worker

Leyton Youth Centre, Leyton, London E10

A recognised professional qualification in Youth and Community Work will be an essential requirement.

Salary in accordance with Burnham (Further Education) Lecturer I Scale: £5,034-£8,868 plus £498 London Weighting. Starting salary will be determined by the age, qualification and relevant experience of the successful applicant.

For further details and an application form, write to the Senior Education Officer for Community Education, Graylaw House, 394 High Road, London E10 6QE. (Telephone enquiries: 01-539 0547). Closing date for receipt of applications: Friday, 17th July 1981. This post is open to both men and women.

TESX301

Waltham Forest

Metropolitan Borough of **WIRRAL**

DUKE OF EDINBURGH'S AWARD ORGANISER
£8271 – £9228

Experienced and qualified person with drive and initiative to continue to develop an established and successful base for the Duke of Edinburgh Scheme in the Wirral. Closing date 17 July.

YOUTH AND COMMUNITY WORKER £6741 – £7578

Experienced and qualified person with drive and initiative to work from the Woodchurch Anglican Youth Centre on a joint church and L.E.A. team project. Closing date 10 July.

Application forms and further details and returnable to Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (051-647 7000 ext 365).

Leicestershire

PROFESSIONAL ASSISTANT
(PRIMARY)
£8,379 - £9,312 p.a.

Application invited from well qualified men and women with good teaching experience. The post offers excellent opportunities for an energetic man or woman to gain experience of education administration in a large authority.

For further particulars write to the undersigned (enclosing s.a.e.).

Apply (no forms) with names and addresses of two referees and enclosing s.a.e. to the Director of Education, County Hall, Glenfield, Leicester by 24th July.

North Yorkshire County Council
NORTH RIDING COLLEGE OF EDUCATION
SCARBOROUGH

Applications are invited for the post of

SENIOR ADMINISTRATIVE OFFICER

to be responsible to the Principal for the general administrative and financial arrangements within a College concerned principally with teacher training, both initial and in-service.

Grade SO1. Salary Scale £7,632-£8,139 (under review).

Further information and application forms available from The Principal (Appointments), North Riding College of Education, Filey Road, Scarborough YO11 3AZ. Closing date for applications Monday, 27th July, 1981. TES2321

KENT COUNTY COUNCIL
Education Department

Assistant County Youth and Community Service Officer
£11,121-£12,531 (Soulbury Senior Range (4-8)) (under review)

Applicants must be well qualified and experienced Officers for this post which becomes vacant in October due to the retirement of the present holder. This is a senior appointment with particular responsibility for work with girls, County Voluntary Youth Organisations, Premises and documentation of County policy.

Further particulars and application form returnable by 10th July from W. H. Petty, County Education Officer, Springfield, Maidstone (0622) 671411 ext 2481. (Ref G/P)

TES2321

KENT COUNTY COUNCIL

WOLVERHAMPTON
Education Committee

INSPECTOR/ADVISER FOR HUMANITIES

with special reference to curricular development and support services in the multi-cultural field.

Salary: Soulbury Headship Group 8 (£12,540-£13,660).

Applicants will be expected to have good qualifications and experience in education including the holding of a senior post in schools, administration or the advisory service.

Application forms and further particulars are available from the Director of Education, Civic Centre, St. Peters Square, Wolverhampton WV1 1RR to whom completed forms should be returned by 14 July 1981.

TES2321

Administration

Local Education Authority

BURY
METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER:

Grade S.O.1. £7633 - £8139 per annum.

Applications are invited from experienced and qualified Careers Officers for the post of Senior Careers Officer with the Bury Careers Service.

The post holder will be responsible for the work of a team of Careers Officers undertaking guidance work in a number of educational establishments, providing assistance to the Principal Careers Officer with the management and development of the Service and to develop the industrial liaison work of the Careers Service.

The post carries a casual car user allowance.

Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0BW (Telephone 061-705 5000, Ext 5.) by 10th July (1981). (160029) 331-80

CROYDON
WE NEED A
HEALTH EDUCATION OFFICER
TO JOIN OUR TEAM IN
CROYDON
Our Health Education Department is well established and forward looking and there is excellent liaison with the Schools in the borough. The present aim is to incorporate Health Education into the general curriculum throughout the Secondary Schools and the Health Education support to Heads of Departments and Year Tutors.
Are you a Teacher with experience in Health Education interested in helping to continue the development of this work? If you have a Health Education qualification and would like to learn more, please telephone Miss D. Elliott, Area Health Education Officer on 01 686 4433 Ext. 2198.
For application form and job description apply to Area Personnel Department, General Hospital, London Road, Croydon (01-688 7755 Ext. 2801). (175753) 391-80

ESSEX
SECURITY OFFICERS
PART TIME

Required for our Cash In Transit service, day work (Tuesdays and Thursdays). Chelmsford, Brentwood, Chigwell, Wickford, Maldon, Clacton & Harlow areas. Applicants must be currently employed.

For further details please phone the Personnel Dept. on 01-548 3411, Group 4 Security, Ltd., 24 Mill Green Road, Mitcham Junction, Surrey, or 01-597 8235, Securitas House, High Road, Chadwell Heath, Essex. (175901) 391-80

DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools
SECONDARY EDUCATION — CLASSICS

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors, combining general duties with specialist work in Classics. Candidates should have a good academic qualification, experience in teaching one or both Classical Languages and some form of Classical Studies at a variety of levels in either or both the maintained and independent sectors, and knowledge of recent developments in classics teaching and examining.

Starting salary within the range of £12,326-£17,606 (higher in London). The salary scales are, however, under review. Higher posts are filled by promotion.

Application forms (to be returned by 17th July 1981) and further information may be obtained from Miss J. D. Church, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 Ext: 2237. Please quote 1/81E.

TES2321

Belfast Education & Library Board
Applications are invited for the post of

CHIEF OFFICER

which will become vacant on 1 February 1982 on the retirement of the present Chief Officer Mr. W. J. Patterson MA.

The Chief Officer who is also the Chief Education Officer and Secretary to the Board is responsible for co-ordinating and directing the activities of the Board in relation to the provision, maintenance and development of the education and library service, including youth service activities, in the Board's area.

The Board, a corporate body, is the education and library authority for the Belfast area, the area encompassed by the Belfast City Council. The population of the area is approximately 350,700 of whom about 74,500 are children of compulsory school age.

Candidates for appointment must hold a degree or such other professional qualification as is in the opinion of the Board and the Department of Education equivalent thereto and should have an extensive range of experience at an appropriate level in public service administration. Preference will be given to candidates with experience in educational administration.

The salary scale for the post is £19,134 x 408(3)-£20,368 (to be reviewed 1 July 1981).

Further information about the appointment is available from the Personnel Officer, Board Headquarters, 40 Academy Street, Belfast BT1 2NQ, telephone Belfast 29211.

The closing date for receipt of completed applications is 4.00 p.m. Friday 24 July 1981.

TES2321

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2 SENIOR CAREERS OFFICERS
Grade AP5/SO1

Salary Range £7,353 p.a. - £8,862 p.a. (inc. London Weighting)

We have two vacancies for Senior Careers Officers, one of whom will conduct specialist casework in our eight Special Schools. This officer will also provide a back-up advisory service for pupils and students referred, by a recently introduced early warning system, from our sixteen comprehensive schools as well as working with other handicapped and disadvantaged people. (REF. SCO/A)

The second Senior Post carries responsibility for Employer Liaison for which you will need a special mix of talents. As well as being a qualified and experienced Careers Officer, we are looking for someone with the ability to promote the Careers Service as a reliable source of information to potential employers. So if you are interested in marketing and sales and are well presented, articulate and possessed of a good sense of humour, we would like to hear from you. (REF. SCO/B).

OUTREACH WORKER

Starting Salary £7,353 p.a. (inc. London Weighting)

The high number of disillusioned and alienated young, unemployed people in the Borough require significant assistance from a well experienced and qualified Officer. If you are concerned about the problems associated with the difficulties faced by such people and you are confident that you can establish easy working relationships with them, please send for further details of this post. (REF. SCO/C)

APPLICATION ADDRESS: Principal Careers Officer, Newham Careers Service, 383 High Street, Stratford, London E15 4RD. Telephone 01-534 1374, Ext. 25 (Jean Barron)

Closing Date for ALL three posts: 6th July, 1981.

TES2321

LONDON BOROUGH OF NEWHAM

Re-advertisement

Director of Education
£22,306-£23,709 pa

The above post will become vacant in September 1981.

Proven managerial experience and appropriate qualifications are essential prerequisites.

Application forms will not be issued, but further details are available on request from the Clerk of the County Council & Chief Executive at the address below. (Telephone Nottingham (0602) 863366 Ext. 3881).

Applications in writing (envelopes marked 'Confidential' and endorsed 'Appointment of Director of Education') should be sent to the Clerk of the County Council & Chief Executive at County Hall by 17 July 1981. Please quote ref. 146.

TES2321

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

AREA CAREERS OFFICER
£8,115 - £8,622

Applications are invited from experienced and qualified Careers Officers. The successful applicant will be responsible for the effective leadership of a team of Careers Officers and supporting staff based at the Enfield Careers Office, which deals with ten comprehensive schools and a Technical College. In addition, the post involves making a contribution, as part of the management team, to the running of the service.

Casual user car allowance is payable.

Temporary housing (up to 51 weeks), 100% removal expenses (£600 max), generous relocation costs and lodging allowance — where appointee needs to move.

Application forms are available from the Director of Education, P.O. Box 58, Civic Centre, Silver Street, Enfield, EN1 3XQ (Tel: 01-366 6565, Ext. 2118).

Closing date:

Please quote reference CGD/173.

London Borough of Enfield

THE TIMES EDUCATIONAL SUPPLEMENT 26.6.81

ADMINISTRATION L.E.A. continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION WELFARE OFFICER required in the Aylesbury Vale Division.
Applications are invited from any suitable person. Duties include interest in schools in relation to visiting boards and attendance and allied problems.
SALARY: Social Workers Scale, Level 1 or 2 (£5846 to £6665 per annum), according to qualifications and experience.
The post is re-advertisement and previous applicants need not reapply. Assistance with removal expenses in approved cases. Essential car user allowance.
Application forms and further particulars (B.A.E.) from Education Officer, Exchequer Street, Aylesbury HP20 1UU, quoting Ref. No. AJ/6249. CLOSING DATE 6 July (175911) 391-80

GWENT
COUNTY COUNCIL
LAW CAREERS OFFICE
TEMPORARY CAREERS OFFICER
Grade APT
Salary: £6,657 - £6,651
Duties involve guidance to young people, canvassing of employers, close liaison with the Manpower Services Commission and other outside staff.
The purpose will be to help the posts employed to gain permanent employment or to gain work assessment and experience or training on special schemes.
Preference will be given to applicants holding the Diploma in Careers Guidance or with previous experience of careers work.
The vacancy is temporary and Governmental funded and will be reviewed annually.
Possession of current driving licence and vehicle is necessary, and appropriate car user allowance will be paid.
Application forms and further information from Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent, NP44 2XH. (175925) 391-80

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY TEAM
ADVISER FOR THE UNDER FIVES

A teacher with a distinguished record of service in nursery education is required to fill a vacancy in the County's Advisory Team mainly working with Nursery schools and classes. Salary in an Headteacher Group 7: £11703 - £12810, together with an essential car user allowance.

Application should be sent to the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA within two weeks. Further details and application forms may be obtained on receipt of S.A.E. (1888) 391-80

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY TEAM

A man or woman with a distinguished record of service in primary schools, particularly with children of infant and/or nursery age, is required to fill a vacancy in the County's Advisory Team, in the Group 7: £11703 - £12810, together with an essential car user allowance.

Applications should be sent to the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA within two weeks. Further details and application forms may be obtained on receipt of S.A.E. (1889) 391-80

SEFTON
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
CAREERS SERVICE

SPECIALIST CAREERS OFFICER. Salary: Grade APT5 - £7638 p.a. required to deal exclusively with disadvantaged young people. Applicants must be experienced, qualified Careers Officers.

CAREERS OFFICER. Salary: Grade APT4 - £6849 - £7497 p.a. required in the Bootle Area Careers Office. Applicants must be qualified Careers Officers.

Application forms/further details from Mrs. Johnson, B.A. Chief Education Officer, Careers Administrative Headquarters, 18 Great Georges Road, Waterloo, Liverpool L22 1RD. (a.s.e. please).

Closing date: 10th July 1981. (176071) 391-80

General

LONDON N.18
DRUMOND ROAD WORKSHOPS
Edmonton
Drumond Road Workshops is a community workcentre offering a variety of facilities including furniture, drop-in centre and classes in pottery, textiles, wood, honeycraft, upholstery and music.
We are looking for a 4th worker to handle centre/project administration and general duties including reception and general duties.
Salary £5978 (under review). 35 hours p.w.
Applications to 29 Drumond Road, Edmonton N18. Tel: 803-3663/ 807 7811. (175551) 391-80

LONDON SW1
HOPE PRESS PUBLICA-
(Christian Educational
Publishers) require an Administrative Assistant/Research Assistant for their Schools Project. Duties include: initiative and ideas. Commissioning research for liaison with diverse education interests.
Applications to: Christian Centre, 14 Ebury Street, London SW1W 0NZ. Tel: 01-730 8808. (175477) 391-80

Miscellaneous

BEDFORDSHIRE
EDUCATION SERVICE
MULTI-RACIAL EDUCATION RESOURCES CENTRE
Dunstable Road, Luton, Beds.
Applications are invited for the post of Resources Teacher at the MERC (Scale 3, to be paid from September 1981, or as soon as possible.
The successful candidate will be experienced and qualified in English as a Second Language and will work with a team assisting teachers in schools across the 5 - 18 age range. Curriculum and materials development experience would be an asset. Possession of a Current Driving Licence is essential. Assisted Car Purchase Scheme.
Application forms and further details available from the Chief Education Officer, County Hall, Bedford. Closing Date: 10th July 1981. (16010) 391-80

BEDFORD
BEDFORD CHRISTIAN DAY SCHOOL
Experienced teacher required for ages 5 - 7. Must be a evangelical Christian believing the Bible to be God's infallible word, to be committed to all the principals of Christian education.
For further details please apply to R.A. Reynolds, 9 Woodcock, Pulloxhill, Bedford. (16145) 391-80

CAMDEN
LONDON BOROUGH OF
SWIMMING & P.E. INSTRUCTOR
£6134-£6564 p.a. inc.
To teach swimming and P.E. to LEA, private schools and public classes, assisting promotion to perfect levels. Must possess ASA Teachers Certificate and a recognised qualification in P.E.
Application form from and to be returned to General Manager, Baths and Recreation Department, Kentish Town Baths, Prince of Wales Road, London NW5. Telephone 485-4018/9008 quoting Ref No. 11/86/TEB. Closing date 17th July. (175855) 391-80

DEVON
CAREER OPPORTUNITIES
in the theatre, advertising, management, newspapers. Part-time/full-time. Correspondence Courses. Read 'Careers in the Theatre', 'Careers in Journalism', £1.95 each) all three for £5 (cheque/postal order) from Hereford Tutorial College, and teachers preaching out. R.S. FREEPOST, Devon. (153446) 391-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERIPATETIC MUSIC STAFF
Required for September, 1981, for one term only

1. Full time brass teacher or instructor to work in the Redditch and Wythall areas of the County, the position will involve teaching of brass instruments to groups of pupils in the Authority's Middle and High schools.

2. Full time violin teacher or instructor to work mainly in the Kidderminster area. The ability to offer viola as a second instrument would be an advantage.

3. Full time brass teacher or instructor, preferably French Horn specialist, to work in the Bromsgrove, Worcester and Kidderminster areas of the County. The post will involve the teaching of brass instruments, especially French Horn, to groups of pupils in the Authority's Middle and High schools.

4. Part time teacher or instructor for Flute teaching in the Redditch, Bromsgrove and Bewdley areas. The post involves group tuition of the instrument.

Further details and application forms available from the County General Inspector, Music, County Education Office, Castle Street, Worcester WR1 3AQ. Tel: Worcester 423566 Ext. 3445. (13447) 391-80

HUMBERSIDE
BBC
EDUCATION PRODUCER
BBC RADIO HUMBERSIDE

£7,945 - £10,776 p.a. (Plus an allowance of £777 p.a. for working irregular hours)

To be responsible for the educational elements in the Station's output and for initiating, developing and producing programmes which cater for the educational needs of the community as a whole.

Significant educational experience is essential, as well as a good microphone voice and ability to drive a car, knowledge of radio work and a knowledge of the local area are desirable.

Starting salary according to qualifications and experience. Based Hull. Relocation expenses considered.

Contact us immediately for application form (quote ref. BBC/15) and further details: BBC Appointments, 01-580 4334 (24 hours). (14316) 391-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Education upon Hull Division
RENTON INSTITUTE
TEACHING OF DEAF
Applications are invited from qualified teachers for the important post within the Special Service. Applicants should have a recognised diploma or degree in the education of the deaf. A knowledge of signing is desirable. The post will involve both teaching and assisting with the administration of the music service, including orchestras.
Application forms available from the Divisional Education Officer, Prospect House, Prospect Street, Hull, should be returned by 3rd July, 1981. (176079) 391-80

ISLE OF WIGHT
MEDINA VALLEY CENTRE

The Christian holiday and educational Centre on the Isle of Wight requires for its FIELD STUDIES DEPARTMENT, a course teacher and organiser, offered to guests include Biology, Geography, and Environmental studies.

Enthusiasm, flexibility, imagination and the ability to work as one of a team are vital.

Initial interviews will be held in the London area.

Apply to: Colin Riches, Director, Medina Valley Centre, Dodnor Lane, Newport, Isle of Wight, PO30 5TE. (175885) 391-80

LONDON W8
THE NATIONAL SOCIETY
(CHURCH OF ENGLAND)
FOR PROMOTING RELIGIOUS EDUCATION
The Society intends to appoint a Religious Education Resources Officer for its Kensington Centre. Applicants are invited from qualified teachers, preferably with recent teaching experience, of an interesting job in a lively Centre with a small staff.
Salary on a scale £5,916 to £7,746 (including London allowance).
Post application from Miss Pat Hewett, to the General Secretary, The National Society, Church House, Dean's Yard, Westminster, London SW1P 3NZ. Closing date for application 17th July. (15905) 391-80

LONDON
NATIONAL COUNCIL OF
YOUTH AT WORK SERVICE
PERSONAL DEVELOPMENT TUTORS

Required to join a team of staff running courses for young people in the context of the school to work transition, including Development Training and Social and Life Skills in: GREATER LONDON.

Experience/qualifications in youth work, teaching or industrial training will be useful. Salary assistant to JNC Scale 1, plus car allowance and London Weighting. Part-time vacancies throughout the country.

Further Details, S.A.E. to Youth at Work Service, National Council of Y.M.C.A.'s, 640 Forest Buildings, Bath, BA2 2SD. Avon. (175269) 391-80

LONDON
BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
The British Association is hoping to appoint, as soon as possible, an Assistant, to help with the youth organisation, SAYS, and to maintain the records of its adult membership.
Duties will involve maintaining records of SAYS branches, SAYS members and adult members; helping in the production of material for SAYS including bi-quarterly magazine, 'SAYSNEWS'; and corresponding with members and with SAYS branches. It is hoped that a micro-computer will be introduced in the near future to store and sort the Association's records.
Some typing will be essential as will care in the maintenance of records and an ability to show interest in young people. The post is in central London though some travel will be involved. Salary £5,000 to £6,000 per annum.
Anyone interested in this post should ring Shirley Parker (01-387 6010 Ext 340). (16066) 391-80

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST are under Secondary Music Scale 1 and Primary Scale 1. (16163) 391-80

TAMESIDE
WIDER TEACHING OPPORTUNITIES IN TAMESIDE
14 - 18 PROVISION, GIRLS
SCIENCE - SCALE 1
Required training Graduate Teachers to join a Support Team to stimulate an interest in Science amongst GIRLS. Teaching would be done mainly in the 4th Form colleges but some time would be spent in the High Schools to foster an interest at that level. Energy, enthusiasm and commitment to the project essential.
Application forms and further details available from the Director of Education, Education Offices, Town Hall, King Street, Dukinfield, Cheshire to whom completed forms of application should be returned to arrive no later than 8th July, 1981. Ref: TE 2487/TES. (175841) 391-80

WESTMINSTER
CITY OF
CLASSROOM ASSISTANT
Our Special Education Centre in Lisson Grove, NW8 is concerned with the habilitation of up to 150 mentally handicapped adults. We are looking for a full-time classroom assistant to help the teachers in a small unit in the training of a group of autistic adults who lack social and verbal communication.
Applicants will be expected to help with pre-school tasks and also in movement and singing. As well as caring for physical needs, classroom assistants help with a variety of activities such as excursions, shopping expeditions and conversation classes. Gross wages: £80.70 for a 40 hour week. Hours are 9.00 a.m. - 6.00 p.m. with 1½ hour for lunch or by arrangement with the Manager.
For further details and application form please telephone Una Cornish or David Page on 402 3333 extension 20 1/805. (15183) 391-80

English as a Foreign Language

We need enthusiastic and flexible teachers to work on our English Language Holiday Courses in the Reading, Weybridge and Eastbourne areas in the summer. TEFL experience is essential and preference given to those living locally.
Apply immediately to The Education Department, Elizabeth Johnson Organisation, West House, 18/21 West Street, Reading, Berks. Tel: Heckmere 52348. (16716) 395-80

FREE Outdoor Pursuits Course (August 10th/16th) for teachers considering where to take their school next year.
Bowles Outdoor Pursuits Centre, Tverbridge, Wells, Crowborough. (1167. (15919) 395-80

SNOWDONIA Comfortable house sleeps 15 suitable holidays and school parties all year. S.A.E. brochure: E.M. Morris, 58 Corfe Lane, Lytchett Matravers, Wool, Dorset. (16186) 392-80

£1,000.00 COMMISSION
Is yours by a.o. you send our School Ball & Dance Kits to 15 BFE students for 2 weeks course? YES/NO. Then write: CARNIVAL HOUSE, BRIDGE, CANTERBURY, Kent (0227) 760. 458081 or 713911. (176082) 395-80

BERKSHIRE
THOMAS GRAY LANGUAGE CENTRE
Queens Road, Slough, SL1 3QW
G.C.E. 16
Required for September, TEACHER OF ENGLISH AS A SECOND LANGUAGE to be responsible for a teacher with good experience at primary level, up to 80 non-English-speaking children aged 5 or 6 in the Unit. The teacher will be aided by a full-time Language Teacher Welfare Assistant. TEFL/TESL qualification desirable but not essential as in-service support is available.
Application forms and further details from the Coordinator for Multi-Cultural Education at Thomas Gray Centre, (S.A.E.). Closing date 10 July. (17880) 395-80

THE TIMES EDUCATIONAL SUPPLEMENT

Requires An

ADVERTISEMENT SALES EXECUTIVE

Among the qualities the successful applicant must possess are enthusiasm, imagination and a very high degree of self-motivation.

He or she aged between 25-35 should have a pleasing personality and be able to communicate with people at all levels.

The job offered is one of challenge and interest. It entails discussions at senior personnel level on all aspects of advertising with companies throughout the UK, serving the world of education. A current driving licence is required and although previous experience would be helpful, it is not essential as full training will be given.

In return, the company offers an attractive starting salary (circa £7,000), many fringe benefits, including a contributary pension scheme plus 6 weeks holiday per year.

Please write to the
Employment Manager
Times Newspapers Ltd.
PO Box 7, 200 Grays Inn Road,
London WC1X 8EZ.

TES0C321

A Private Charitable Trust has limited funds available for assistance towards the cost of text books or library reference books in state primary or secondary schools where there is a shortage due to inadequate funds.

Head teachers or parent/teacher associations wishing to apply for grants to meet specific needs for the next academic year should apply, giving full details, to

BOX NO. TES004142

The Times, WC1X 8EZ.

TES0G321

SCHOOLS COUNCIL

Assistant Librarian

With an interest in education to run staff library and assist Information Officer in developing the Council's newly established Curriculum Resource and Information Service.

The post would suit recently qualified librarian or someone with suitable experience, including indexing systems.

Starting salary about £4100 (under review) plus London allowance of £1016.

Application forms and details from Mrs Ann Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone 01-580 0352 ext 423.

TES0E371

UNIVERSITY OF LONDON
University Entrance and School Examinations Council

The Council invites applications for the following Chief Examiner appointments:

ADVANCED LEVEL
HISTORY OF ART FROM JUNE 1983
PHYSICS (Comprehension and Data Analysis)
FROM JUNE 1984
ITALIAN FROM JUNE 1984

ORDINARY LEVEL
FRENCH FROM JUNE 1984.
PHYSICS FROM JUNE 1983

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with five years recent teaching experience. Experience in GCE or CSE examining would be an advantage.

For application forms and further details please write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should state which subject they are interested in and enclose a self-addressed foolscap envelope. Completed application forms should be returned by 28 July 1981.

TES0D361

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ilea Inner London Education Authority

SCHOOLS PSYCHOLOGICAL SERVICE

Educational Psychologist (Grade B)

Salary Range: £12,106-£13,396 plus £681 London weighting allowances.

Following the retirement of the present holder a post will shortly be vacant for an experienced Educational Psychologist south of the Thames. The possibility exists for the successful applicant to contribute to the work of a child guidance team as well as that of a divisional team of the Schools Psychological Service.

Applicants should have an honours degree in psychology, teaching experience, postgraduate training in educational psychology and at least three years experience as an Educational Psychologist.

Application forms and further details are obtainable from the Education Officer, (EO/Estab 1B), Room 367, County Hall, London SE1 7PB. (Please enclose a stamped addressed foolscap envelope.)

Closing date for receipt of completed applications is 10 July 1981.

TES0B361

ENGLISH AS A FOREIGN LANGUAGE
continued

EFL TEACHERS
Find out about your union! ILTD (GAMWU) - the union for all language school staff.
Contact: 24 St. Ster Street, London W2. 402 9273. You're welcome at ILTD meetings here, 6.30 second Monday of Month. (056976) 395-80

ENFIELD
LONDON BOROUGH OF ENFIELD COLLEGE
London N18.
LECTURER I: Industrial Language Training.
See under colleges of Further Education. Other Appointments. (156043) 395-80

ENFIELD
LONDON BOROUGH OF ENFIELD
ENGLISH AS A SECOND LANGUAGE Primary and Secondary Posts.
For further details see display advertisement on Page ..... (156589) 395-80

ESSEX
EAST ANGLIA COLLEGE
4-week TEFL training course July 6th - Aug. 31st at Eaton Hall International, Nottinghamshire leading to the Trinity College Preliminary Certificate in Teaching English as a Foreign Language. Fees £250. Residential accommodation available. One or two places remaining.
Write: The Secretary, 31A, Lodge Lane, Little Thurrock, Grays, Essex RM17 5SY, or telephone (0375) 31467. (153350)

GERMANY
T.E.F.L. in GERMANY
2 week course for prospect teachers to be held at the TAPP Institute, Wolfenbuttel.
31st July - 10th Sept. guaranteed jobs on completion refresher course in Germany, full board accommodation £250 inclusive.
Contact: Pear Tree Close, Brantgwyn, Nr Christchurch, BH23 8NU. (151100) 395-80

HERTFORDSHIRE
EFL Teacher required to teach English to French school children aged 13 - 15 yearly in Hemel Hempstead 16th July-4th August inc. Would suit language student.
Please write giving interests and qualifications to Mrs. Mitchell, 210 Potterells, Hemel Hempstead, Herts. (155088) 395-80

LONDON W1.
School requires teachers of English as a Foreign Language.
Write Box No. TES 4089 The Times WC1 8EZ. (01849) 395-80

LONDON
Alexanders English Studies requires trained and experienced Infant and Primary Teachers to teach English as a foreign language to children during June, July and August.
Please telephone 01 262 2813 or 01 568 0632. (156180) 395-80

SURREY
We need enthusiastic and flexible teachers to work on our English Language Holiday Courses in the Reading/Weybridge and Eastbourne areas in the summer. TEFL appreciated is essential and preference given to those living locally.
Apply immediately to The Education Department, Elizabeth Johnson Organisation, West House, 10/21 West Street, Reigate, Surrey. Tel: Reigate 23348. (153444) 395-80

PROFESSIONAL COMMUNICATION SERVICES, Surrey, has vacancies for Programme Coordinators on long and short term contracts. An MA in Applied Linguistics or Post Graduate Certificate in TEFL is essential.
Please write to The Director, Professional Communication Services, The Towers, 255 Station Road, Addlestone, Surrey KT15 2PG. (153457) 395-80

LEARN TO TEFL THIS SUMMER. See page 30 for Pilgrims. (155770) 395-80

AGENTS. Stowford, founded 1975, provides courses for children and adults in summer and adults during the academic year. Member of FEC-CO. Agents and teachers can recommend it with confidence. Full details of the College and commission from Stowford College, 93 Brighton Rd., Sutton, Surrey SM2 5BR. (153454) 395-80

Appointments Wanted

CLASSICS
Experienced teacher, Oxford M.A. (Mods and Greats), requires, for September, Classics tutoring or preferably, full-time Classical school-teaching post. Good academic standard (up to A-level and/or uni versity entrance).
Any part of the U.K. considered. Full c.v., and referees. Write Box No. 4145, TES, The Times, WC1X 8EZ. (117818) 401-80

PORTUGAL
E.F.L.
M. A. Good Honours Graduate Modern Languages. P.G.C.E. Dip T.E.F.L. distinction. Extensive varied exp. teaching E.F.L. and French. Preparation for public exams. Regional work. Fluent French. Male 27. Ready post anywhere, preferably in E. Anglia. Appl. Box No. Ferns, Flat 3, Derrimore, Lady Margaret Rd., Cambridge CB3 0BU. (154271) 401-80

SURREY
PHYSICAL EDUCATION
Well qualified, experienced, enthusiastic teacher requires part time post. Musical ability + R.E. as second subject.
Write to Jenny Clare, 144 Grove Road, Sutton, Surrey SM1 4PD or ring 01 643 4129. (156071) 401-80

Educational Courses

COMPUTING
FRUSTRATED BY LACK OF CAREER OPPORTUNITY?
Why not train to be a computer programmer? If you are 18 - 35, have left full time education at least two levels ago with 'A' levels or more, a Government Scheme could pay you while you learn.
N.C.C. recognised course and diploma means that over 80% of our students obtain immediate post course employment.
Courses start June, August and September.
Ring now for details and aptitude test quoting reference TES 4 to Admin. London 01-855 0621, Birmingham 021-233 3888 and Glasgow 041-332 4632. (155041) 431-80

CROYDON
CROYDON COLLEGE
COMPUTER STUDIES AT CROYDON
BEC/TEC National Diploma in Computer Studies
Two-year full-time vocational course, commencing September, 1981, for students in Croydon to train for a career in computing. Minimum entry requirements: 4 G.C.E. 'O' Levels or equivalent.
Basic Certificate in Computer Programming (C. & G. 748).
One-year part-time course, two evenings per week, commencing September, 1981.
Enquiries to: The Computer Studies Section, Croydon College, Fairfield, Croydon CR9 1DX. (157684) 431-80

KENT
T.E.F.L. COURSES
Linguarama Ltd., will be holding eight one-week courses in the Teaching of English as a Foreign Language at Rutherford College, University of Kent starting Monday 13 July 1981. The final course will commence on Monday 3 August 1981.
The courses are residential and candidates should possess a 'O' Level Grade A or Teaching Certificate (or similar qualification).
A number of teaching posts in Portugal, Spain, Italy, England, Finland, Germany and France may be available for successful trainees.
The Courses will be conducted by Direct Method experts. The fee will be £168.00 +VAT and includes: Instruction, teaching manuals, private room and all meals, as well as the use of recreational facilities.
A similar course to those at the University of Kent at Canterbury will be held in the Linguarama Centre in Streatham commencing 27 July 1981.
For further information please write to Linguarama Ltd., TEFL Department, 80S 113, including a stamped-addressed foolscap envelope. (157541) 431-80

R&A Certificate Course TEFL October - May 2 evenings weekly.
For practising EFL teachers only Marble Arch Intensive English (Cooperative), 31 Star Street, London, W2 1QB. Tel: 01-402 9273. (156151) 431-80

Learn to TEFL this summer. See page 30 for PILGRIMS. (154488) 431-80

Personal Announcements

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campell & Robison Ltd., 101 Jermyn Street, London. SW1 6EW. Write, phone or call for written terms. Telephone: 01-839 9956. (00174) 471-80

IMMEDIATE ADVANCES
£100 to £20,000
Written terms of request REGIONAL TRUST LTD 31 Dover Street, Piccadilly, London W1A 4NT (00010) 01-491-8934 471-80

JOB-HUNTING? Seeking promotion? Helpful hints on all aspects writing your own curriculum vitae with specimen curriculum vitaes, application forms and letters, preparing for interview including likely questions, send cheque/Postal Order, value £3.50 to Scribes, Box No. TES 4884, The Times, WC1X 8EZ. (00178) 471-80

MORTGAGES 'Top-Up' remortgages, secured and unsecured loans for teachers. Martin Hasack Ltd. Incorporated Mortgage Brokers, Hounslow, London TW4 6LL. Tel 01-570 4653 (24 hour answering). (00176) 471-80

SAME DAY LOANS unsecured £100 - £5,000 - Richmond Investments Ltd., The Green, Richmond, Surrey. Telephone 01-940 6826/6829. (ext. 10) Written quotes on request. (00160) 471-80

WRITE and sell Children's Stories. Mail solicitation. Prize assistance. Free booklet, publications, features. (TES), 5/8 Berkley Square, Salford, Manchester M3 6DB. (00183) 471-80

BANK LOANS Immediate up to £5000. Building Society mortgages 95% single/joint incomes, anywhere, difficult cases welcome. For details telephone Hometown 01-889 0334, 13 Alexandra Road, London N8. (00011) 471-80

REPORT-WRITING? Helpful hints, ideas and many examples. Over 11 16. Ideal for subject teachers. Correspondence £3.50 only to SCRIBES, Box Number 4150, (15904) 471-80

Personal

For Sale and Wanted and Postal Shopping

STUDYING ROMAN LONDON?
A new instructive four colour map and guide to Londinium. The city's history outlined, places to visit pinpointed, numerous illustrations. Published by Ordnance Survey.
From Museum of London Shop, Dept. TE, London Wall, London EC2Y 5HN. Folded or Flat 85p (£1.30 by post). All Ordnance Survey publications are available from Bookshops, Stationers and other stockists throughout Britain. (153218) 473-80

TIES, BADGES ETC., produced by well established firm. Monscombe Ltd., P.O. Box 19, Prestwich, Manchester, M25 7NA. Tel: 061 766 6883. (081123) 473-80

TOP-QUALITY GAMES BIBS
In team colours. Direct from manufacturer in sets of 11 to 13. From £3.95 to £9.00.
A.A. Leisurewear, Rankin House, 259 Church Road, Bedhill, Essex. Telephone 037 45 89135. (152600) 473-80

VIDEO STUDIO
BW complete compact for sale. Ideal educational applications drama stage performance.
01-828 8166. (15351) 473-80

Manufacturer offers obsolete stock or paint suitable for use in education. Over 200 colours. Ideal for art, drama crafts etc.
The paint is in aerosol form and 100 gramme tins with integral brush.
For further details write Box No. TES 4147 The Times. WC1X 8EZ. (16330) 473-80

ALWAYS plenty of bargain at Dudley Hall 1 Brandsal Carpets, beds, and furniture at special terms for teachers. Full manufacturers' guarantees and expert carpetfitting service. 851 stocks display carpets. Furniture on show at branches marked with an asterisk - but all good available from all branches. Callers welcome, or write for brochure to Dept. TES, Dudley Hall Ltd., London, 100 Aldersgate Street, London EC2Y 9AE. Tel: 01 606 7020. Brighton, 9 North Road, BN1 1YA. Tel: 606 4031 Bristol, 8-9 Royal London House, Queen Charlotte Street, BS1 4JL. Tel: 2887. Falmouth, 33 Killigrew Street, TR11 3PW. Tel: 312555 Ipswich, 116-118 St. Helens Street, IP4 2LA. Tel: Ipswich 213088/9. Weston-super-Mare, 493 London Road, BS22 9PD. 413-88 Southend 45823. (001851) 413-88

CARPETS and Carpet Tiles at almost trade prices. No imperfect goods Ring or write for immediate quotations. Free delivery anywhere in U.K. fitting service in many areas. Carpets, 87 Cross Green, Formby, Near Liverpool. Telephone Formby 74838 and 71165. (001861) 473-88

EDUCATIONAL YEAR DIARIES. Details from Picarus Ltd., Picarus, Newton Abbot, Devon, TQ12 2NA. Tel: Newton Abbot (0626) 5655. (00979) 473-88

Holidays and Accommodation

FUENGIROLA
COSTA-DEL-SOL
Apartment to let. Some date left for this year.
Phone Dover on Erith (Kent) 30405 for price and availability. (155939) 474-80

KENT
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Break

'Wild man' looks in

The Schools Council's first director of studies, Professor Malcolm Skilbeck, has quietly moved in over the shop in Great Portland Street. The former director of the Australian Advisory Curriculum Development Centre has now hung up his tucker bag in the council's own London flat, from where he has been studying the current British education scene.

The hirsute Australian was described by one of his new colleagues as looking like "a wild man from the bush". His manner, however, leaves little doubt that he is the one playing anthropologist, taking a distinctly man-from-Mars view of the strange rituals of the education cult which he finds on his return to this county.

Brought back to boost the "intellectual rigour of the council's curriculum development work, he may have arrived just in time. The Government's Trenaman inquiry is already looking into the desirability and workings of the council. Even the National Union of Teachers complained to it last week about the lack of leadership in the council on curriculum matters. *The Practical Curriculum*, the council's paper on what and how schools should teach, may also be in for some sharp Antipodean analysis. The Canberra Centre having recently completed its own version of what a common core could be like.

Professor Malcolm Skilbeck: boosting intellectual rigour.

Skilbeck can be outspoken, but how long he will play the wild colonial boy at the council is now uncertain. His appointment is officially to a chair at the London Institute of Education with the understanding that for four-fifths of his time he will work at the council.

At one point it was said that this would last for five years, but no such contract exists. Now, it seems, his future work could depend on the outcome of the initial evaluation he is doing of the council's curriculum projects – a report on which is due round about the same time as the Trenaman report in September. And, of course, it depends on whether there is any shade left under this particular coolibah tree for a swagman to camp in by the time trooper Trenaman is through with it.

Try your own O level parody

Sometimes it seems as if the exam season might be shading straight into the silly season. Consider, for instance, the following question which has just appeared in the Oxford Local English Language O level paper.

"Write an article for your school magazine about Colonel Munro, your new Chairman of Governors, selecting your information from the paragraph below:

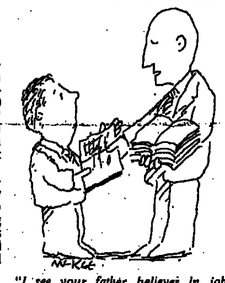
MUNRO, Henry Antony b. Ascot, 1932. 2nd son of Antony Paul Munro and Emily Ann (née Torping). Educated at Ascot School. Captain of the School, Captain of Cricket Higher Certificate with distinctions in Mathematics, Physics and Geography. Subsidiary subjects Russian and French. National Service in Royal Army Service Corps 1951. Commissioned2ndLieutenant in Royal Blankshire Regt. Oct. 1952. Regular commissions Liet 1954, Captain 1960, seconded as a Temporary Major (Instructor) in Royal Thailand Army 1962. Special duties in Burma, India, and Thailand. Lt. Colonel 1970. Wounded in Ireland 1978. Awarded DSO and invalided out of army. Publications: *Indian Butterflies*, *Thai Temples*, *The Irish House* (novel). Married Mary Smith 1971, sons born 1973 and 1975. Home: London"

This spirited bit of creative question-setting was sent to *The TES* by John Daniel, principal lecturer in humanities at Plymouth Polytechnic. "After 20 years or more debate about 'relevance' in English studies," he commented, "I have some difficulty in believing that a parody was not intended. Unhappily it obviously was not . . ."

Nevertheless, Mr Daniels immediately dashed off his own parody and sent it to us. He managed not to cover more than one side of the writing paper, as instructed, demonstrated his accuracy in the writing of English and made truly splendid use of the material provided.

In fact, his essay takes on Waugh-like overtones as he follows his hero through from Cricket Captain and Higher Cert. distinctions, via butterfly-chasing in the Far East in the Vietnam era, until he returned as legless war hero after the brutal relevance of Northern Ireland.

"Would I get a pass?" he asked. Well, we thought we'd see what the competition is like first. We are therefore setting the question for Aristides readers, winning entry to be printed in Talkback, alongside the full Daniel answer. You may not get an O level out of it, but there will be payment at usual rates. Papers will be marked on July 10.



"I see your father believes in job sharing, Rice. He's let you do half of your homework."

Special books

Up to now, there has never been a single, easily available bibliography of literature about the special needs of disabled teenagers. Many useful books and pamphlets produced by an already bewildering number of charities, pressure groups and government institutions for handicaps, therefore, have often languished unread.

From this week onwards, however, it will at least be possible to find out what is on the market, because the National Book League has just published a useful annotated catalogue *The Disabled School-leaver*, listing over 200 titles, and all for only 30p (plus postage.) It had been assembled by Winifred Tumim, who was a member of the Warnock committee.

Looking around the exhibition that runs for the next month at the MENCAP Bookshop in London's Golden Lane, it is obvious that wherever possible emphasis has been placed on the strictly practical. *Footwear for problem feet*, for example, and books on clothes sense for disabled adults. It isn't all practical hints; a section on autobiography lists some of the best personal descriptions of learning to co-exist with handicap, and there are also accounts by others that discuss the concept of disablement in our society in more general terms. There are no novels or poetry, though; these must wait for perhaps another book-list one day, featuring everyone from Milton onwards who has written about their own or other people's disabilities.

Anybody who would like to hire the touring exhibition can arrange it with the National Book League for £20 a fortnight, or £16 for NBL members.

Seeing red

Saturday afternoon in a quiet house on Clerkenwell Green. About 15 people, many in collar and tie, sit quietly debating higher education. A few smoke. Nobody interrupts anybody else. Is this perhaps an Open University seminar?

Oh no. This is Marx House. Above the red-bearded chairman looms a bronze plate of Lenin, with a kindly looking bust of Karl himself beneath. The Communist Party is holding an education conference.

How polite and articulate the comrades are. To the reporter used to Tory braying and Labour ranting, this is balm indeed. They are saying some rather unexpected things, too. "It isn't just a question of money being cut – what are the standards being cut?" asks one. "There are countries where the standard of education is far higher than in Britain and the level of resources much lower. There's a lesson for us somewhere."

He goes on to advocate a hard look at the economics of overseas students' policy. If students from other countries can't study here, they will buy goods elsewhere. He knows of a student – 3As and a B, female, Indian – unable to go to any university in this country who has been forced to go to Moscow.

This is too much for a comrade at the back. "That's an argument for keeping the fees up!", she exclaims.

Aristides

Next week

- The underachievement myth? Valerie Walkerdine and Rosie Walden on girls and primary maths.
- What are today's adolescents really like? Bernice Martin reviews a new study. Mark Greengrass reviews a new biography of Isaac Newton, and Paul Driver reports on Peter Maxwell Davies's new work for children.
- Bizarre Art

Personal column

Ted Wragg

Smile all the while

Forget *Dallas*, *Match of the Day* and *Coronation Street*, we masochists nowadays most enjoy squirming at the Secretary of State's frantic attempts, firstly to understand, and secondly to answer questions from television interviewers about some new Government pronouncement on education.

"Tell me Secretary of State, does it make sense to close down schools and classrooms and turn them into magistrates' courts and inner-city massage parlours, when the school population will begin to increase again in a few years' time?" asks the news reader, bowling the kind of gentle full toss that ought not to jeopardise the chance of the Government agreeing to the licence fee going up.

Suddenly the screen is filled with a totally bewildered-looking Mark Carlisle (anagram: *A smiler clark*, the Chaucer character who wanted to go to Canterbury but arrived a week after the others had left). "We have the best pupil-teacher ratios there have ever been" intones the voice with all the spontaneity of the speaking clock, and as much chance of getting a round of applause as Sir Keith Joseph telling one-liners at the Glasgow Empire on a Monday night.

It all reminded me of a regular event in my favourite anodyne television programme *Star Trek*. Every other week, when Jim Kirk and Mr Spock beam down on to an alien planet, you notice some poor sap, who has never been seen before in the series, included in the landing party. The only certain thing about him is that he is definitely not coming back on board. Thus he enters the studio with the resigned look of a bit actor who knows that his sole purpose in the episode is that he is disposable, only there to be evaporated, zapped or transmuted into small white granules by this week's outer-galactic crawlies.

Poor Smiler is in exactly the same position, glancing furtively over his shoulder, looking perhaps for Rhodes Boyson (anagram: *Senor Yobshod*, the Spanish minister for juvenile crime), and answering the interviewer's questions like someone with a permanently broken autocue. "One final question, Minister, could you comment on Trevor Brooking's second goal against Hungary?"

"We have the best pupil-teacher ratios there have ever been". Camera cuts to Senor Yobshod, seen sniggering behind hand.

It must be no fun working for a Prime Minister who frightens the life out of you. I was once in the presence of a cabinet minister when someone mentioned "the PM" Now to you and me those two letters may be innocuous indicators of the afternoon and evening, but I can tell you that they turn cabinet ministers to a substance the consistency of which makes jelly look like granite.

Even less fun is finding yourself spokesman for a government which seems to assume that any reduction in finance, resources or personnel, automatically produces efficiency. Presumably five-a-side football and one-man boxing matches will soon become the norm.

Nor can it be easy when your government issues an edict first and worries about implementation afterwards. Smiler has got himself into another pickle by succumbing to the anti-sex-education lobby and promising that parents can take their children out if they disapprove. I can disclose details from a leaked DES document which has fallen into my hands and which will instruct heads how this can be done.

Basically, the DES will be recommending three methods by which schools may exclude pupils from sex education lessons. The first is the "safe period" method. The teacher agrees to deal with the dicey bits at regular intervals. Pupils stay for the first three weeks of each month and withdraw for the fourth. This method is said to have a very high failure rate.

The second is the coil method, whereby the teacher talks in such convoluted language that noone understands what he is saying anyway. Finally the sheath method allows pupils to remain in class, but sit through sex-education lessons with a paper bag over their heads.

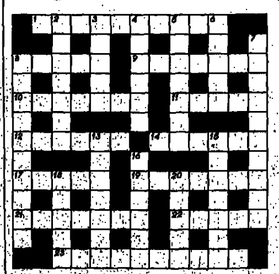
Perhaps the real answer to Smiler's dilemma is that he and Senor Yobshod should not actually appear on news and current affairs programmes at all, but rather on other programmes where the farce element is overt rather than incidental.

How about putting over government policy in the cosy snug of the Rover's Return in *Coronation Street*? "Now then, Smiler", says Len Fairclough, leaning across and slopping half a pint of pale ale over his lap. "What's all this about teachers getting the elbow because there's no money in t'kitty?" "We have the best pupil-teacher ratios there have ever been". "Ee Len," shrieks Hilda Ogden, splitting her curlers with mirth, "Who's yer posh mate?"

Or perhaps a guest appearance for the Southend team in *It's a Knockout*, when, after he has played his joker and headed more blancmanges into fishing nets than anyone else, Eddie Waring could slip him a quick "Just let the lad wipe the blancmange off his face. When are you going to implement Warnock, then, Smiler?" "We have the best blancmange-fishing net ratios there have ever been, ever been, ever been".

TES Crossword No. 5

by Rufus



ACROSS

1 It's not bound to sell (5,5)
8 She has a bad figure (5)
9 Understand and cash in (7)
10 Continue to flirt? (5,2)
11 I'd acted as a guide, yet didn't do any work (5)
12 Description of a man who can't settle (2, 4)
14 Rush into a job for life (6)
17 Well-known to have made a record (5)
19 Storm about like a politician in a hurry (7)
21 Not slow to voice an opinion (7)
22 Lily reveals a great deal to us (5)
23 Opposition to mixed ancestries (10)

DOWN

2 One needs a couple of rings to get this number (7)
3 Three points to go to my opponent (5)
4 French river I sent from the sea (6)
5 It's a man in disgrace and what keeps him going (7)
6 It's cold, but I would make it hot (5)
7 A sore head could be treating with it (10)
8 He has lots to offer . . . . . (10)
13 . . . . . and they want a lot (7)
15 It's lace made for our sunny undergarments (7)
16 Credit is provided indeed in an emergency (6)
18 Light with a tendency to grow lean? (5)
20 The toast of fans of opera-goers (5)

Solution to Puzzle No. 4:

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